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ABSTRACT

This Pennsylvania project aimed to assess whether or not there are differences in educational opportunities for students and teachers in districts of varying size and wealth. After preliminary interviews with 182 teachers in 17 districts, a survey was distributed to 4,470 teachers--30 teachers in each of the 149 selected school districts. A total of 2,301 usable surveys were returned. Responses to the 180 questions pertaining to curriculum, facilities, resources, job satisfaction, workload, discipline, community support, and administration were grouped, using factor analysis, into 26 scales. Slightly over a third of the report, using percentages and sample responses, focuses on 20 of the 26 scales that conformed to a 6-point response range. The second section, the "Technical Report," prepared by The Pennsylvania State University researchers, summarizes how the survey was constructed and distributed and contains the results of the analyses performed on the completed questionnaires. The results are presented in five parts: (1) correlations between two scales considered significant, (2) findings for the four measures of satisfaction, (3) information about teacher salaries, (4) impact of wealth in the areas investigated, and (5) teachers' appraisal of each scale relative to the other scales. Copies of the questionnaire and answer sheet are appended. (MLF)

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The Pennsylvania State Education Association

Pennsylvania Profile of Education Project

Final Report



EA 017 981

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PENNSYLVANIA PROFILE OF EDUCATION PROJECT

Submitted in conjunction with

the report of

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Prepared by

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INTRODUCTION

"Everyone makes the educational decisions except the pros, those folks that are on the front line. We are out there day in and day out. We know the problems. Are we ever consulted? No!"

--A Pennsylvania teacher

During the past three years, there have been a multitude of reports focusing on excellence in education. We have been told that Johnny can't read, that the nation is at risk, that there's not enough homework, that we must lengthen the school day. It is encouraging to see government officials, superintendents, academics, and others spending millions of dollars to identify problems and develop reforms for the nation's educational system.

Unfortunately, these studies suffer from two major flaws. First, most reports have been focused on the MACRO level, schools in general. None of the reports has addressed the MICRO problems, the specific challenges that face specific schools in poor, wealthy, urban, rural, growing, shrinking school districts. Second, the recent excellence reports are written from the top down. They have neglected, in any substantial way, to ask the teachers what they think about education. As one teacher states:

The public thinks everything is the teachers' fault. The press comes out and says, 'The teachers aren't doing their job. We are a nation at risk.' Then they call teaching a profession. If this is a profession, let me set my standards. Everyone has an opinion about education. They say, 'I've been there. I learned with 45 kids in the class. I turned out okay.' Everyone knows how to teach.

As educators, we felt that rather than simply sitting back and criticizing these reports, we should go out and ask educators what they think about their school, curriculum, working conditions, and profession. It is foolish to ignore education's most valuable resource--those who have accumulated a vast resource of information through training and experience and are directly responsible for educational process.

The specific aim of our project, "The Profile of Pennsylvania Education," is to assess whether or not there are differences in educational opportunities for students and teachers in districts of varying size and wealth, and if there are, what they are and how they came about. We want to find out if students and teachers have adequate facilities, materials, and textbooks. Is there adequate staffing? To what extent is instructional time interrupted and corrupted by unenforced

discipline? Are parents doing their part to encourage initiative, inquiry and curiosity in their children?

There were two phases to this investigation. In the preliminary study, we surveyed and interviewed 182 teachers in 17 districts--nine were chosen from the bottom 20% income level, and eight from the top 20%. The results of this phase were reported in three publications: Working Conditions, Curriculum, and Professionalism. These reports demonstrated that many appreciable differences exist between schools on factors such as class size, facilities, spending priorities, material adequacy, workload, discipline, professional development, input to policy making, and job satisfaction.

In order to obtain a more detailed picture of education throughout the Commonwealth, PSEA commissioned a large-scale, state-wide study. Incorporating information learned during the preliminary investigation, PSEA, in conjunction with a team of researchers from the Pennsylvania State University Industrial, Organizational Psychology Department, constructed a 180-question survey which was distributed to 4470 teachers --30 teachers in each of the 149 selected school districts. A total of 2301 usable surveys were returned.

PSEA wanted the researchers to "pull out all the stops." We wanted to know the descriptive statistics about teachers: What percentage is satisfied with their jobs? What percentage believes the curriculum in their schools is effective? How many teachers work second jobs? But PSEA wanted to go beyond descriptive data. We wanted the researchers to use their computer technology, sophisticated statistical models, and expertise to examine inferential statistics: Is community support associated with the availability of programs for exceptional children, job satisfaction, or teacher workload? What factors influence job satisfaction? How strong is the effect of those factors?

There have been other reports which have dealt individually with curriculum, administrative effectiveness, job satisfaction, and class size, but none of these reports have covered the complex educational environment or focused on the teachers' viewpoint. Not only does this study explore various elements of our public schools, it also examines the interrelationships basic to public education, since no one element of our public schools can or should be examined in isolation. Most importantly, this study reflects teachers' views which are vital to the success of our public schools.

SCALE DEVELOPMENT

Examining 180 separate pieces of data at one time makes it difficult, if not impossible, to get a clear, accurate picture of basic education in the Pennsylvania schools. Thus, the researchers grouped questions which were statistically related and conceptually similar. For example, the following questions were combined into a scale called "Teacher Interaction":

1. Teachers have time available to talk to each other about curriculum and instruction.
2. I have time to observe other classes.

Twenty of the 26 scales conformed to a six-point response range.

Example: I am involved in the curriculum decision-making process.

- (1) Never (2) Almost Never (3) sometimes
(4) Frequently (5) Almost Always (6) Always

or

My classroom is adequate for its purposes.

- (1) Strongly Disagree (2) Disagree (3) Disagree Somewhat
(4) Agree Somewhat (5) Agree (6) Strongly Agree

Four of the remaining 6 scales consisted of a series of yes/no/don't know questions. Scores on these questions were the number of times teachers responded "yes."

Example: Are counseling services available for student use?

- (1) Yes (2) No (3) Don't Know

The final two scales were measured in units of time (hours) and percentage compensation.

In this paper we focus primarily on the 20 six-point scales. On the next page, we list the average score for each scale. Intrinsic satisfaction is rated the highest, and amount of support for clerical activities is rated the lowest.

For further information on scale development and representativeness of the sample, refer to the technical report submitted by the Penn St. researchers.

SCALE RANKINGS -- AVERAGES FOR ALL TEACHERS

	mean
1. Intrinsic satisfaction	4.43
2. Instructional resources	4.36
3. Facilities	4.21
4. Satisfaction with working conditions	4.15
5. Effectiveness of curriculum	3.96
6. Effectiveness of discipline policy	3.95
7. Teacher autonomy in the classroom	3.90
8. Effectiveness of the Administration	3.84
9. Community support	3.69
10. Amount of work	3.55
11. Input with Administration	3.48
12. Satisfaction with school government	3.41
13. Individual attention given to students	3.36
14. Extrinsic satisfaction	3.34
15. Adequate time to prepare for conferences	3.15
16. Supervision of students (non-instructional)	2.89
17. Effectiveness of professional development	2.80
18. Teacher involvement in providing individual attention	2.59
19. Amount of teacher interaction	2.48
20. Amount of support for clerical activities	2.21

PROFESSIONAL DEVELOPMENT

PSEA recognizes that the teacher is the nucleus in the educational process and must be recognized as the academic leader. The teacher must be free to practice the art of teaching which inspires students, encourages creative thought, and demands performance. This art must not be relegated to a uniform set of techniques and methods.

--PSEA Educational Excellence Report

To what extent do teachers consider themselves academic leaders? Are school districts providing professional development programs which enable teachers to sharpen and update their professional skills? Four areas of the survey provide answers to these questions: Teacher Interaction, Input with Administration, Effectiveness of Professional Development, and Compensation for Professional Development.

Teacher Interaction:

Although researchers have not determined a magic formula that will guarantee school effectiveness, they have found that effective schools share certain traits. Summarizing the voluminous literature on school effectiveness, one researcher notes, "In effective schools, teaching is believed to be a collective rather than an individual enterprise; analysis, evaluation, and experimentation in concert with colleagues help teachers become more effective instructors."¹ Effective schools have evaluation procedures which, instead of simply identifying "weak" teachers, enable them to improve their skills; effective schools provide time for teachers to talk with each other, to observe other classrooms, and to plan and evaluate programs.

Despite the overwhelming evidence that collegiality and sharing are integral to effective education, our interviews reveal a sense of isolation:

¹Susan Rosenholtz "Political Myths About Education Reform: Lessons from Research on Teaching," pg. 351, Phi Delta Kappan, January 1985.

We told the administration that we want more time; we need time to sit down and talk together. Our administration and school board are concerned with staff development. We suggested peer visitation, but that is a no-no. We would like more released time to get together and share ideas, to communicate with each other about what is working in one classroom versus what is not working in another classroom. Let the more experienced teacher in that subject area help the less experienced teacher.

The survey results also indicate that teachers in all subgroups** feel isolated in their schools.

28% have time available to talk to each other about curriculum and instruction.

7% have time to observe other classes.

The average score for Teacher Interaction is the second lowest of the 20 six-point scales developed by the researchers.

Elementary teachers report more interaction than secondary teachers.

The most interaction is reported in small, high-income districts, and the least interaction is reported in small middle-income districts.

From statistical analysis, we find that there is more teacher interaction when

- (1) workload is lower
- (2) teachers have more effective professional development programs
- (3) the administration is seen as more effective.

Thus, in order to provide more effective schools by increasing collegiality, we suggest decreasing workload, improving professional development programs, and improving relationships with administrators.

Input with Administration:

It is distressing that, in an era when workplace democracy and participative management are the buzzwords in American business, teachers--the professionals who guide students seven or

**Subgroups are low-income, middle-income, and high-income districts of varying size (i.e., small, medium, and large).

eight hours each day-- are being excluded from the most important educational decisions. The "input" scale indicates that teachers "disagree somewhat" that they have participation in administrative and policy decision making.

68% say faculty are involved in the development of school policy.

54% say the principal provides for participation in the decision-making process.

49% say they have adequate and timely information about the plans, policies, and changes that influence their work.

32% say they do NOT feel free to express their views without fear of recrimination.

Teachers in high-income districts report more input than their counterparts in low and middle-income districts.

Teachers in large districts report more input than their counterparts in small and middle-size districts.

It would be an oversimplification, however, to state that teachers have NO input. Our interviews with teachers indicate that there are actually three types of input: high input, post hoc input, and no input.

Some teachers, particularly in the small, high-income subgroup, are quite pleased with the amount of input they have in their schools. Discussing faculty participation in her school, one teacher notes:

In this district, teachers have a lot of influence on the budget. We are going to pick the textbooks. We can say, 'These are the books we want and this is how we want the courses to go' and the administration will accept it. Nobody says, 'Here is a lid and here is a cap'... We have been told, 'If that is what you want, you will get it.'

Many teachers discussed post hoc input in which administrators asked for their opinion after a decision was made.

When a committee is organized, they lead us by the nose to come up with the decision that they have already made...We rubber stamp decisions they have previously made.

Finally, we frequently heard about teachers having no input.

Committees are formed using only administrators, guidance counselors and department chairpersons. No teacher can be on the curriculum committee because it is set up so they can meet during school hours. No teacher has released time to become involved in curriculum decisions.

Statistical analysis found that teachers who report greater input also report

- (1) more effective administration
- (2) more effective discipline
- (3) more autonomy in the classroom
- (4) greater individual attention
- (5) more effective curriculum
- (6) increased community support.

Teachers' input and participation in decision-making should be encouraged, not wasted. As stated in the PSEA Excellence Report, "our public schools must be the cornerstone of our democracy." In a democracy, participation should pervade every segment of society, particularly the workplace. And from the statistical analysis of the survey data, we know participation pays off. Thus, we believe that by increasing participation in administrative decision-making, students, administrators, and teachers will benefit.

Effectiveness of Professional Development:

Considering some of the teachers' accounts of faculty meetings and inservice training, it is no wonder most teachers refer to these functions as "two hour fill-in time."

We had a school physician talk to us in very general terms. He basically said, 'if you don't know what to do with the kids, just leave them alone, they will take care of themselves.' He was done in 45 minutes. The administrators told him, 'We don't care what you talk about--just keep them there for two hours.'

The survey scale indicates that teachers "disagree somewhat" that professional development programs in their schools are effective.

- 24% say the inservice training provided by the school system meets their professional needs.
- 23% say they determine what the inservice program will be.
- 40% say faculty meetings are meaningful and of value to teachers.

Although teachers in all subgroups give low ratings to professional development programs in their schools, teachers in the high-income subgroup indicate higher ratings than their counterparts in low and middle-income districts; and, teachers in large districts indicate higher ratings than their counterparts in small and medium-sized districts.

We emphasize that teachers understand the potential value of inservice and faculty meetings. In fact, teachers stress the vital need for effective professional development programs, as was discussed in the earlier "Teacher Interaction" section of this paper. Teachers merely object to the way faculty meetings and inservice are currently structured. When teachers discuss inservice and faculty meetings, one senses their frustration that inservice time is not being put to better use.

I wish grade levels could meet and discuss what we are doing, compare notes and share ideas. I feel sometimes I have no idea what the other teachers in my grade are doing.

We're not teaching subjects; we're teaching children. With all the family problems, I spend hours with children who have emotional problems. I'm not trained to deal with that, but I'd like to. That is part of classroom teaching. Emotional problems are not just a once-in-a-while occurrence. This school district should provide that type of training. I think that would be a good topic for inservice days.

Indeed, the survey data reflect the teachers' sentiments in these quotes: only 27% of all teachers say the school district provides training to recognize special problems.

Autonomy in the Classroom:

The "autonomy scale"*** suggests that, in general, teachers have autonomy within the classroom.

- 92% say they have the freedom to determine own teaching techniques.
- 62% say they select their own textbooks.
- 56% say they are involved in curriculum decision-making.

***Autonomy is defined as:

1. Freedom to determine teaching techniques.
2. Freedom to select one's own textbooks.
3. Involvement in the curriculum decision-making process.
4. Involvement in instructional decision-making before changes are made.

However, two questions reflect autocracy in the workplace.

- 44% say they are involved in instructional decision-making before changes are made.
- 40% say instructional decisions reflect their views.

Teachers in all income groups report similar levels of autonomy. At all income levels, secondary teachers report greater autonomy than elementary teachers.

Since teachers who report high levels of autonomy also report greater individual attention for students, more effective curriculum, and more effective professional development, it seems logical that teacher autonomy should be increased.

Compensation for Professional Development:

Teachers are required to take 24 credits beyond their bachelor's degree in order to acquire a permanent certificate.

The following table shows the extent to which teachers are reimbursed for taking additional courses and compensated for inservice training.

Compensation for Taking Additional Courses

% Reimbursed	All Teachers
0-25%	31%
26-50%	15%
51-75%	20%
76-100%	35%

Whereas 41% of teachers in high-income districts receive 76% and 100% reimbursement for taking additional courses, only 30% of their counterparts in middle-income districts and 33% in low-income districts receive 76-100% reimbursement.

Thus, many teachers must pay for the 24 required credits and any additional credits they feel are necessary to update their skills. With an average salary of \$23,500 and course credits costing at least \$100/credit hour, additional courses consume a substantial portion of teachers' salaries.

CURRICULUM AND STUDENT SERVICES

The public schools must provide opportunity for all--the gifted and talented, the exceptional student, the so-called average student--and must provide the flexibility to deal with each student as determined by his or her need.

--PSEA Educational Excellence Report

Does the quality of a student's education depend on the wealth of the student's community? Do exceptional students in high and low-income areas have equal access to educational opportunities? Are school districts meeting the needs of all students, or are they "catering to the extremes" by focusing on the gifted and neglecting the so-called average or general student? Six survey areas--Effective Curriculum, Specialists, Individual Attention, Teacher Involvement in Individual Attention, Programs for Exceptional Children, and Testing--provide answers to these questions.

Effective Curriculum:

Curriculum requirements shall be stated in clear, concise, and simple terms..In its diversity, the curriculum must develop basic skills and stimulate learning. The needs of students shall determine content...It must be broad and varied enough for students to pursue academic and career learning.

--PSEA Educational Excellence Report,

The survey data show that most schools are meeting the goals of the PSEA Excellence Report. Of the 20 six-point scales developed by the researchers, effective curriculum ranks fifth. The "curriculum" scale indicates that teachers "agree somewhat" that the curriculum in their school is effective. However, teachers in high-income districts give higher ratings to curriculum than teachers in middle and low-income districts. The majority of teachers say

- curriculum requirements are stated in clear, concise terms
- the curriculum provides an effective program in the basic skills for students
- the curriculum is broad and flexible enough to meet each student's needs.

Teachers are consistent in their desire to stress the basic skills--reading, writing, speaking, and math. However, teachers frequently emphasize that "overloaded" schedules are an impediment to the development of basic skills. Moreover, when new courses are added to the curriculum, teachers are rarely hired to

handle the increased workload. The following are some typical responses concerning the burden placed on students and teachers by tightly packed curriculum:

I would like to see more emphasis on the basic skills. Give the children a good strong background in the basics at the elementary level, and then, expand on them in the upper grades. The students have an awful lot of interruptions. I would rather see them concentrate on their basic skills until they get them and then offer the other things.

When they added courses to the curriculum, it affected both the students and teachers. Teachers felt that they had to get through all the material, regardless of how much of the material the children grasped. The children felt pressured because we would say, 'you must learn this, and we have to do that.' It wasn't much fun.

Teachers were also queried about the effectiveness of the computer programs in their schools. Ninety percent say computers are available in their school. We find no differences between income groups on this question; most schools have at least one computer. However, the important issue is whether computers are being used effectively. We find differences between income groups on the question which deal with the effectiveness of computer education programs: 54% of the teachers in middle-income districts, 61% in low-income districts, and 68% in high-income districts say their computer programs are effective.

In the interviews, several teachers expressed dissatisfaction with the computer program.

--Do you have computers at school?

Yes, we are getting them. Our first grade earned our computer by saving Campbell Soup labels.

Is the school district training you?

No, we have to learn it after school.

--I have two criticisms of the computer program. First, I think it is ridiculous to teach children how to use computers until they learn how to type. They teach these kids "hunt and peck"; they should get a software program to teach them how to type on the computer...Second, there is not enough hands-on work.

The survey data and interviews give us teachers perceptions of the effectiveness of the curriculum in their schools. What are the policy implications of this data?

A number of reports on educational excellence have called for quantitative solutions: a "return to the basics," more homework, longer school days and longer school years. Our data on curriculum demonstrate that the armchair educational experts may be oversimplifying a complex educational environment; the statistical data suggest that there are more concrete, qualitative methods of improving curriculum. If we look at the responses from teachers who give their curriculum high ratings, we see at least ten areas that contribute to improved curriculum. Teachers rate effectiveness of curriculum higher when

- (1) teachers provide individual attention
- (2) more effective professional development exists
- (3) discipline policy is more effective
- (4) input with administration is greater
- (5) there are more instructional resources
- (6) there is more community support
- (7) there is greater teacher autonomy
- (8) there is lower workload
- (9) there is greater teacher involvement in individual attention
- (10) more time is available to prepare for conferences.

Thus, our suggestions to improve curriculum are to provide more teacher input, increase teacher autonomy in the classroom, increase community support for public education, decrease teacher workload, and strengthen discipline policy to provide more individual attention for students. The concept of "more is better" is ineffective; the real issue is the quality of effort, not quantity.

Elementary School Specialists:

The majority of elementary teachers (90% or more) in all income groups say there are specialists in their schools in speech therapy, special education, physical education, art, reading, and music.

There is a shortage of specialists in three areas.

- 49% say math specialists are available.
- 9% say foreign language specialists are available.
- 27% say science specialists are available.

Since we are increasingly becoming a numbers-oriented and multi-lingual society, shortages of specialists in these areas could have ominous implications for both students and society.

Testing:

Testing shall be a part of the curriculum offered by school districts to assist in the learning process of students and to stimulate program development.

--PSEA Educational Excellence Report

Eighty percent of all teachers indicate that tests are used in the development of instructional programs. However, only 57% say they are satisfied with procedures used in their school to evaluate student progress. Teachers in high-income districts are more satisfied (67%) with pupil evaluation procedures than are teachers in low and middle-income districts (54% and 50%, respectively).

INDIVIDUAL ATTENTION

The curriculum must be adaptable to student individuality and choice, and must be based on the fact that all students deserve an education equal to their abilities...There must be adequate staffing to work with students to facilitate the life of students.

--PSEA Educational Excellence Report

Although all students have the ability to learn, they do not all learn at the same pace. Some need more individual attention and others require specialized learning methods before they grasp concepts and skills. We can determine the extent to which students receive the individual attention and services they need by examining data from three scales developed by the researchers: Teacher Involvement in Individual Attention, Individual Attention, and Programs for Exceptional Children.

Teacher Involvement in Individual Attention:

Teachers say they "sometimes" have the time, training, and authority to deal with students at an individual level. This scale ranks eighteenth among the 20 six-point scales, indicating that lack of individual attention is one of the most serious problems facing our public schools. Teachers in high-income districts report more involvement in individual attention than their counterparts in low and middle-income districts. Also, teachers in large districts report more teacher involvement in individual attention than teachers in small and medium-sized districts. Thirty percent of all teachers--28% in low-income, 25% in middle-income, and 38% in high-income-- say they have time to give individual attention to students who need it.

The lack of individual attention is related to large class sizes. Teachers report that their median class size is 24 (the mean class size is 23). Twenty percent of the teachers indicate that their average class size is equal to, or greater than 27, and 10% report class sizes of 29 or more. Forty percent of the

teachers say the size of their classes is not reasonable for what they teach. Several teachers noted the problems they face because of large class sizes.

In the general sections, there are usually 32 pupils per class. These are the students who need the most attention, but time constraints and large class sizes do not permit the much needed one-on-one contact and small group environment.

One way to provide more individual attention is to employ aides to assist teachers. Unfortunately, this is rarely done, though it occurs more frequently in high-income districts. Fifty percent of the teachers in high-income districts and only 33% in low and middle-income districts say "there are enough non-professional staff to support the instructional programs in this school."

Another suggestion is to decrease class size by creating more classes and hiring more teachers. Half the teachers--66% in low-income, 66% in middle-income, and 37% in high-income--say there are not enough teachers to meet the needs of the students in their school.

Individual Attention:

A second scale measures the extent to which a school deals with students on an individual level (i.e., remedial programs, programs for exceptional children, career counseling). Teachers "disagree somewhat" that students receive individual attention they need. As in the "Teacher Involvement" scale mentioned above, teachers in high-income districts report higher degrees of individual attention than their counterparts in both low and middle-income districts.

Statistical analysis determined that teachers report high amounts of individual attention when

- (1) curriculum is more effective
- (2) professional development is more effective
- (3) the administration is more effective
- (4) discipline policy is more effective
- (5) there is a greater amount of community support
- (6) there is less workload
- (7) there is greater teacher autonomy in the classroom.

Programs for Exceptional Children:

The public schools in Pennsylvania are required to provide a free and appropriate public education for all exceptional children, and, to the maximum extent appropriate, these exceptional children are to be educated with children who are not exceptional. PSEA endorses and supports this requirement and believes that the education program, the placement of students, and the involvement of the professional staff is essential for the success of the exceptional child.

--PSEA Educational Excellence Report

The exceptional child in a high-income area is more likely to receive special attention and services than an exceptional child in low and middle-income areas. Funding of programs for exceptional children is a more serious problem in the low and middle-income areas. Half the teachers in high-income districts and 29% in low and middle-income districts say, "There are enough resources to educate all exceptional children."

Because the public schools strive to provide a quality education for all students, the fact that teachers in low and middle-income districts report a need for resources to provide education for exceptional students must not be ignored.

In addition, teachers in large school districts rate programs for exceptional students higher than do their counterparts in small and middle-sized districts.

Secondary teachers report greater availability of programs for exceptional students than elementary teachers.

The scale which measured "Programs for Exceptional Students" consists of questions in three areas: (1) counseling, (2) programs for disruptive students, and (3) early detection and intervention programs.

(1) **Counseling:** The table below shows that, at both the elementary and secondary level, teachers in high-income districts report greater availability of counseling services than do teachers in low and middle-income districts. The percentage of teachers who say that counseling services are NOT available for student use is as follows:

	Overall	Low- Income	Middle- Income	High- Income
Elementary	40%	50%	38%	29%
Secondary	16%	30%	19%	10%

2
(2) **Early Detection and Intervention Programs:** Elementary teachers in high-income districts (57%) report greater availability of early detection and intervention programs than do their counterparts in low and middle-income districts (42% and 40%, respectively). However, 40% of the elementary teachers in each income group report that preschool education is offered in their school.

We know from research that districts save thousands of dollars if they invest in early compensatory education programs and preschool education, rather than trying to catch students later in remediation programs. One study found that it costs, on the average, "\$500 to provide a year of compensatory education to a student before he or she gets into academic trouble. It costs over \$3000 when one such student repeats one grade."¹ Another study found that, "For every \$1000 invested in a year of preschool education, at least \$4000 is returned to society...(in) reduced costs for education, legal processing for delinquent behavior, and increased lifetime earnings."² Districts should not overlook such a wise investment.

(3) **Programs for Disruptive Children:** Only 22% of the teachers--16% in low-income, 22% in middle-income, and 28% in high-income--say there is an effective program to help disruptive students.

¹ National Assessment of Educational Progress, "The National Assessments of Reading: Changes in Performance, 1970-1980," No. 11-R-01 (Denver: Education Commission of the States, April 1981).

² Testimony presented by Bettye McDonald of the High/Scope Educational Research Foundation, The National Board of Inquiry public hearings (May 8, 1984 in Lansing, MI). Testimony based on findings of J.R. Berrueta-Clement, L.J. Schweinhart, W.S. Barnett, A.S. Epstein, and D.P. Weikart, *Changed Lives: The Effects of the Perry Preschool Program on Youth Through Age 19* (Ypsilanti, Michigan: High Scope Educational Research Foundation, 1984) and analyses by the Children's Defense Fund.

"Catering to the Extremes":

When interviewed about curriculum, teachers in high-income districts, with few exceptions, indicate that their districts provide an excellent education for college preparatory students.

We are now seeing the children leaving private schools and coming to the public schools. They are realizing that the public school was not doing such a bad job after all. Our seniors are now receiving greater acceptances to Princeton, Harvard, and Penn.

It is the general student or the so-called average student who may be slighted in the high-income districts. Several teachers referred to this as "catering to the extremes."

We are definitely geared toward the college prep kid; the general kids get short-changed. The business department has been cut down in size and they discourage kids from taking it. They will offer a college prep course-- calculus, foreign language-- if there are four people in the class. But they don't offer a business course or a home economics course unless there are 15 kids.

A number of teachers in all income groups comment that, as education funds dwindle, classes for gifted children are cut back or eliminated.

I think we offer an adequate curriculum for everyone except the gifted students. We once had separate honors courses, but they have eliminated them and cut back on staff.

We heard about "catering to the extremes" in only one low-income district. A teacher in this district discusses the importance of providing a quality education for ALL students, especially the general students.

The general students are the people who are going to stay in the communities in which we teach. Their lasting impression of the school system depends on their experiences in our classes. Most importantly, they are going to dictate what our educational system is going to be in years to come.

FACILITIES

Pleasant, humane school buildings that are clean, well-lighted, comfortable, and appropriately decorated shall be required.

--PSEA Educational Excellence Report

The survey data shows that most school districts are meeting PSEA's recommendation on school facilities. Facilities ranks third among the 20 six-point scales, with the majority of teachers "agreeing" that

- (1) school buildings are attractive, clean, and well maintained.
- (2) school buildings are structurally and otherwise physically safe.
- (3) classrooms are adequate for their purposes.
- (4) faculty lounges are attractive, clean, and well maintained.

There are significant differences between income groups, with teachers in high-income districts rating their facilities the best and middle-income districts rating their facilities the worst.

Although, overall, the facilities are satisfactory, teachers in some low-income districts tell horror stories about their school buildings and classrooms.

Several of the rooms have plaster falling off the walls. One gentleman is housed in a room that is so mildewed that the kids call him 'Mr. Mold.' They had to build a bridge to get from the hall to his room because the water was so deep. You couldn't walk into his room without getting your feet wet. Instead of fixing the leak, they built a bridge.

Two years ago I had a flock of blackbirds living in my ceiling, and they decided to escape during my class. They sat through class and pecked off corners of the tiles. They were flying around my room.

INSTRUCTIONAL RESOURCES

Teachers "agree somewhat" that instructional resources are adequate. The "instructional resources" scale ranks second among the 20 six-point scales, indicating that adequacy of instructional resources is not the most pressing issue facing the public schools in Pennsylvania. Instructional resources are

ranked lowest by small, middle-income schools and highest by small, high-income schools. An examination of some of the questions which comprised the instructional resources scale reveals some disturbing differences between schools in different income groups.

Teachers Answering Strongly Disagree, Disagree, Disagree Somewhat

	Overall	Low- Income	Middle- Income	High- Income
My teaching program is adequately funded.	30%	47%	32%	19%
The availability of up-to-date textbooks is adequate.	27%	30%	22%	19%

In addition, 25% of the teachers say they use their own money to purchase additional instructional materials.

DISCIPLINE

The majority of teachers "agree somewhat" that disciplinary policies in their schools are effective.

- 73% say there is a written discipline policy in their schools.
- 70% say teachers have input into the discipline policy.
- 65% say student discipline policies are fairly administered.
- 62% say when dealing with disruptive students, methods for improving behavior are emphasized.
- 90% say this school is a safe and secure place to work.
- 72% say they are satisfied with student behavior in their schools.

When interviewed, teachers offer a wide range of responses about discipline and student disrespect. Some feel discipline has deteriorated to the point of near chaos. Others are happy that they do not have to contend with problems so often publicized about inner-city schools. Some blame a lack of respect on the failure of parents to take a sufficiently active role in rearing and educating their own children. Others feel the parents are "magnificent" in their support of the schools and interest in helping their children grow with their schools.

EFFECTIVENESS OF THE ADMINISTRATION

Teachers must be supported by an effective administration that advocates sound educational policy, appropriate services, and parental involvement.

--PSEA Educational Excellence Report

The following tables illustrate that most teachers report good relationships with the administrators in their schools and school districts.

	Percentage of Teachers Answering Frequently, Almost Always, or Always
When parents complain, the administration support its staff.	62
The principal is available when needed by teachers.	62
The professional judgments of teachers are supported by the principal.	63
Administrators provide support for teachers on student discipline matters.	61
The achievements of teachers are praised by the principal.	49
I receive support and encouragement from my principal.	51

	Percentage of Teachers Answering Somewhat Agree, Agree, Strongly, Agree.
The principal is knowledgeable about teaching techniques.	75
Professional relationships between the administrators and teachers reflect mutual respect.	52
I receive helpful feedback from the administrators.	49
A general feeling of working with the administration exists.	47

In general, administrators are rated more effective in high-income areas and in large districts. Administrators should pay close attention to the statistical analysis which found that school administration is rated more effective when there is

- (1) greater input with the administration
- (2) an effective professional program
- (3) more effective discipline policy
- (4) greater teacher autonomy in the classroom
- (5) more attention paid to individual students
- (6) more effective curriculum
- (7) lower workload
- (8) more time to prepare for conferences
- (9) more teacher interaction.

Thus, we believe that the best administrators are those who are supportive and encourage teacher autonomy and input.

PARENTAL AND COMMUNITY SUPPORT

PSEA recognizes that parents are essential in an excellent education system. Parents must encourage the innate initiative, inquiry, and curiosity in their children. They must support their activities and monitor their progress throughout elementary school. They must develop healthy positive attitudes toward school and learning by stressing the value of education. Most importantly, they must help guide their children with patience and care through this complex time of personal and academic growth.

--PSEA Educational Excellence Report

What is the paramount concern of teachers? Judging from our interviews and survey data, teachers want and need parental and community support for public education. Overall, teachers "agree somewhat" that their communities are supportive of public education. From our statistical analysis, we know that community support may be the most important factor contributing to school effectiveness and teachers' job satisfaction. Community support is strongly correlated with most of the other survey scales. In particular, greater community support is associated with

- (1) more satisfaction with school government
- (2) more effective professional development programs
- (3) more effective discipline policies
- (4) more effective administration
- (5) more effective curriculum
- (6) more individual attention
- (7) greater teacher involvement in individual attention
- (8) greater extrinsic satisfaction
- (9) greater satisfaction with working conditions
- (10) more adequate instructional resources
- (11) lower workloads
- (12) more time to prepare for conferences
- (13) greater intrinsic satisfaction
- (14) more adequate facilities
- (15) more programs for exceptional children.

Unfortunately, in the opinion of many teachers, both community and parental support has eroded in recent years.

It is difficult to discuss support for public education without examining school finance. During the past 10 years, state funding of public education has fallen from 55% of total instructional expenditures in 1974-75 to 43% in 1984-85. Thus, an extreme financial burden has been placed on local school boards, particularly in the low-income districts. Low-income school districts simply do not have the income or local tax base to "go it alone." Without adequate state support, these districts cannot provide the materials, textbooks, salaries, and special and remedial programs which are necessary if all children are to obtain a quality education.

We believe the financial squeeze affecting low and middle-income school districts is reflected in the survey data; teachers in these districts report similar amounts of community support, but both groups report significantly less community support than the high-income districts.

Teachers Answering Somewhat Agree, Agree, or Strongly Agree

	Overall	Low- Income	Middle- Income	High- Income
This community supports public education.	57%	45%	49%	78%
School board actions show concern for public education.	46%	40%	39%	59%
I receive support from the the parents of my students.	78%	71%	75%	89%
To what extent are you satisfied with community support.	44%	37%	35%	61%

Teachers in some high-income districts attribute declining community support to short-sighted board members. These teachers object to school boards being more concerned about maintaining low tax rates than they are about providing quality education.

Parents have gone to the board and said, 'you are being penny-wise and pound-foolish. We would like to have these programs implemented within our district.' When the board refused to implement the programs, some of the parents pulled their children out of the school. The board is doing the minimum and the parents are not satisfied with the minimum. Therefore, we lose students to private schools.

In some communities, changing demographics have altered support for education. Nationally, we know that "although 90% of American children attend public schools, only 27% of adult Americans have kids in the public schools. Thus,...73% of adult Americans who relate to the public schools are primarily taxpayers who have no direct stake in the quality of education being offered."³ A teacher from a high-income district discusses the impact of changing demographics on support for public education:

A small percentage of people in our township have students in the school district. We do not have a transient community, and there has not been new housing. So it is basically the same people aging, and, as they age, their children leave. Therefore, they are not concerned with education.

The increasing number of single-parent families has definitely affected parental support. Single parents, especially single parents with full-time jobs, do not have as much time to spend with their children or to become involved with the schools. Of course, this does not mean that single parents are

³Demographic statistics from **Barriers To Excellence: Our Children At Risk**, published by the National Coalition of Advocates for Students (Boston, MA: 1985), pg. 79.

not rearing their children properly; we recognize that single parents have more pressure and less time.

Both students and parent attitudes have changed a lot since I started teaching 17 years ago. I don't think the support of the parents--the family--is there as it was when I started in the profession. Maybe it is a result of the weakening of family structures and parents not being as involved with their kids. It makes our job very difficult when parents are not involved with their children. If you don't get the parents support, you can't do it all in the classroom.

Several teachers in low-income districts note that poverty and unemployment create serious problems for families and may reduce parental involvement in the schools. Many parents must work two or three part time jobs in order to maintain a decent standard of living; therefore, they lack time to become involved in their children's education.

Hopefully, the results of this study will help generate community involvement in, and support for, all facets of public education. Even with abundant teaching materials, updated textbooks, competitive salaries, adequate counseling services, and well-prepared teachers, educational reform will not be a success unless the public schools garner community and parental support.

We can work as much as we want and do the best job we can, but, unless the parents communicate to the students that there is a value to being in school, we are not going to change students' attitudes.

WORKLOAD

A mother came to me and asked why I did not have more parties and more of this and that for her child and other children. How many mothers do you know who would have 30 eight-year-olds in their houses on a Saturday afternoon for a two-hour birthday party!

--An elementary teacher

How often have we heard this statement: "Teachers are paid less than other professionals because they work less." Or, "After one or two years in the classroom it's 'easy sailing'; they've developed their lesson plans and can settle down to a forty hour workweek."

Does the public understand the day-to-day responsibilities of the teacher? Doctors, lawyers, and business executives tend to operate in a closed setting with a specialized vocabulary. Teachers, on the other hand, operate in a public, open setting, using skills that are designed to simplify the learning process, not shroud it in mystery. Even though everyone has gone to school, very few know what it is to be a psychologist, a sociologist, a doctor, or a multitude of other figures, in other words--a teacher.

The survey data destroy the myth of the underworked teacher. The average experience of the teachers in our sample is 16 years, and, on average, they spend 10 hours of personal time during the school week preparing lesson plans and correcting papers. This is probably a conservative estimate of the amount of time spent per week, since the survey did not inquire about time spent on these activities during the weekend. Moreover, we find no correlation between years of teaching experience and the number of hours per week grading and correcting papers. In other words, more-experienced teachers work as much as less-experienced teachers.

The "workload" scale indicates that teachers "agree somewhat" that there is a shortage of support and a lack of planning time. Teachers in low and middle-income districts report significantly heavier workloads than their counterparts in high-income districts.

What accounts for this difference in teacher workload? Teachers are hired to teach; they are not supposed to be secretaries and clerks. High-income districts pay higher salaries than low and middle-income districts. High-income districts are less inclined to waste the teachers' talents on "busy work." Thus, they hire more educational support personnel to handle recess supervision, clerical work, lunch supervision, and bus loading and unloading. In fact, the survey data indicate that there are more teacher aides in high-income districts than in low and middle-income districts. The result is that teachers spend more time preparing lessons and providing individual attention for students.

Fifty-four percent of the elementary teachers and forty-four percent of the secondary teachers are dissatisfied with the amount of planning time during the school day. As one elementary teacher notes:

I don't think people realize that, when you have twenty-five to thirty very young children for three hours straight, you need a break. You need ten minutes to collect your thoughts in order to be effective.

The majority of teachers say there is not enough time for several educational necessities: individual student conferences, meetings related to curriculum, parent conferences, program evaluation, and preparation for department conferences. Teachers in high-income districts report greater preparation time for conferences than teachers in low and middle-income districts.

Statistical analysis reveals that as workload increases

- (1) adequate time to prepare for conferences decreases
- (2) satisfaction with school government falls
- (3) satisfaction with working conditions declines
- (4) there is less teacher interaction
- (5) extrinsic satisfaction is rated lower
- (6) individual attention to students declines
- (7) there is less teacher involvement in individual attention
- (8) professional development is less effective
- (9) curriculum is less effective
- (10) discipline policy is less effective.

Thus, PSEA recommends decreasing teacher workload in order to increase job satisfaction, improve professional development, and provide more individual attention for students.

In addition to school workload, many teachers work two jobs. It is certainly not a selling point for the profession if, on top of the 10 hours per week spent correcting papers and preparing lessons, teachers must work second jobs to make ends meet.

- 29% of ALL teachers work second jobs (excluding school-related jobs) after school or on weekends during the school year.
- 22% of ELEMENTARY teachers work second jobs (excluding school-related jobs) after school or on weekends during the school year.
- 35% of SECONDARY teachers work second jobs (excluding school-related jobs) after school or on weekends during the school year.
- 36% of ALL teachers work after school on school-related activities not required by the contract (coaching, advising clubs, etc.)
- 33% of ALL teachers work a summer job.

JOB SATISFACTION

In the preliminary study, we were puzzled by job satisfaction responses. On the one hand, teachers report high levels of job satisfaction when asked general questions such as, "All in all, how satisfied are you with your job?" On the other hand, few teachers said they would choose teaching again as a career.

In this survey, the researchers probed deeper and found that job satisfaction cannot be assessed using only one measure; there are actually four aspects of job satisfaction--extrinsic satisfaction, intrinsic satisfaction, satisfaction with school government, and satisfaction with working conditions--and the researchers developed scales to measure each. Teachers are satisfied with two aspects and dissatisfied with two.

Intrinsic Satisfaction. Teachers rate intrinsic satisfaction the highest of all the satisfaction measures (4.43 on a six-point scale), indicating they are "satisfied" with teaching in general and the personal fulfillment they get from teaching.

Teachers in high-income districts report higher levels of job satisfaction than their counterparts in low and middle-income districts.

Intrinsic satisfaction is higher for elementary teachers than for secondary teachers.

Teachers who have higher levels of intrinsic satisfaction believe

- their community supports education
- the discipline policy in their school is effective
- they have adequate time to prepare for conferences.

How do we explain these high levels of intrinsic satisfaction? We believe the scores indicate that, despite poor pay and long hours, many teachers love children and enjoy teaching. The following are typical responses:

I enjoy what I am doing, not so much because of pay day, but because of influencing a child who really makes a change in personality or learns something and a light comes on. Or, when a parent comes in and says, 'We want to tell you what a difference you have made in my child.'

I get great satisfaction when you take a child who has trouble and work with him and see the improvement. I think if we rewarded teachers monetarily, it would give more people an opportunity to have this wonderful experience.

I wouldn't want to stop being a teacher because then all the fun is over. We feel like we belong to the community. I even avoid going shopping in the local grocery store; you meet so many people, you can't get out. It's a real ego trip.

Satisfaction with Working Conditions: Teachers rate satisfaction with working conditions the second highest of all job satisfaction scales (4.15 on a six-point scale), indicating they are "somewhat satisfied" with their working conditions. Teachers in middle-income districts are less satisfied than those in low and high-income districts.

This scale focuses on five areas:

- 84% say they are satisfied with the support they receive from other teachers in their school.
- 78% say they are satisfied with support from their local teachers' association.
- 73% say they are satisfied with the physical condition of their school.
- 72% say they are satisfied with student behavior.
- 59% say they are satisfied with the amount of work they do.

Satisfaction with School Government: Satisfaction with school government ranks third among the four satisfaction scales (3.40 on a six-point scale), indicating that teachers are "somewhat dissatisfied" with their school government. Teachers in high-income districts give school government higher ratings than their counterparts in low and middle-income districts. The questions and responses are listed in the table below:

Teachers Answering Somewhat Satisfied, Satisfied, or Very Satisfied.

	Overall	Low-Income	Middle-Income	High-Income
To what extent are you satisfied with:				
the principal in your school	65%	66%	65%	66%
the superintendent	50%	48%	49%	54%
the school board	39%	39%	32%	47%
community support	44%	37%	35%	61%
the amount of input you have in your school	55%	53%	53%	61%

Extrinsic Satisfaction: Extrinsic satisfaction ranks last among the four job satisfaction scales (3.34 on a six-point scale), indicating that teachers are "somewhat dissatisfied" with extrinsic rewards. Responses to the three questions which comprised the "Extrinsic Satisfaction" scale are listed below.

Teachers Answering Somewhat Satisfied, Satisfied, or Very Satisfied.

	Overall	Low-Income	Middle-Income	High-Income
To what extent are you satisfied with:				
your pay	41%	38%	35%	51%
your benefits	69%	66%	65%	77%
opportunities for career advancement	40%	38%	35%	46%

Teachers in high-income districts are the only ones who are "somewhat satisfied" with their extrinsic rewards (3.56 for high-income versus 3.26 and 3.12 for teachers in low and middle-income districts, respectively). This is not surprising considering the differences in the average salary of the three groups.

Average Salary

low-income districts	\$20,708
middle-income districts	\$22,425
high-income districts	\$25,379

Why are teachers in districts of varying wealth paid different salaries? Teachers in high-income districts do not work any harder than teachers in low and middle-income districts. If anything, teachers in low and middle-income districts have heavier workloads because they have less educational support personnel. One hypothesis (a wrong one, as we will see) for the differences in average salaries is that teachers in high-income districts are paid more because they have taught more years or have higher education levels.

Statistical analysis reveals that differences in teacher salary can be attributed to differences in

- the education level of teachers
- number of years teaching
- size of the district
- wealth of the district.

If we control for the factors, education and years teaching, we still find differences in salaries. Thus, the researchers note, "A substantial direct relationship exists between the wealth of the school district and salary level...Differences in salary due to wealth exist which cannot be explained by education level or number of years teaching."

The Down Side of Job Satisfaction: On two job satisfaction questions, we received disheartening responses.

First, only half the teachers say they would choose teaching again.

Second, fewer than 11% say they encourage their best students to choose teaching as a career.

These two findings dictate, more than any others, that something must be done to enhance the prestige of the profession.

RESPECT

Teaching is a profession under siege. Teachers are being attacked from all sides--administrators, students, parents, school boards, the media-- and blamed for everything from low SAT scores to the decline of the gross national product. We hear about "greedy teachers" who rob local treasuries and work only nine months per year. Clearly, teachers are the Rodney Dangerfields of the professional world-- they just "don't get no respect." This message was conveyed to us (in grammatically correct English, of course) by many, but, fortunately, not all of the teachers.

Why don't teachers get respect? One reason may be because the public links intelligence with professionalism. It respects doctors, lawyers, engineers, etc., because these professionals

have, or at least they are supposed to have, a grasp of a complex, esoteric body of knowledge. Moreover, the public correlates academic achievement with success in the professional world. The brightest law students at the most prestigious law schools usually get jobs with the best law firms. The top medical students at the most prestigious medical schools usually land internships at the best hospitals. However, the public does not believe that teachers need highly sophisticated knowledge to survive in the classroom.

Does this mean that teachers are any less deserving of respect? Of course not. We must communicate to the public that it takes intelligence and much more to become an expert teacher. As two teachers tell us:

The best coaches are not always the natural athletes, and the best teachers are not always the exceptional straight "A" students. The straight "A" students didn't have to work to figure out all those little teaching niches that teachers need. The people who have had to work hard at learning have all those extra gifts. They can say, 'Well, if that doesn't work, why don't you try this.'

Respect is also related to salary. According to the Endicott Report, the largest nationwide survey of entry level salaries for college graduates, the average entry level salary paid other professionals in fall 1983 was over \$23,000. This compares with an average entry level salary for Pennsylvania teachers of \$14,100. Nine out of ten teachers say that, "compared to other professionals in the community, teachers in my district are underpaid." In no other profession will you find 30% of the professionals holding part-time jobs.

In low-income areas, many teachers earn less than other workers with less education. In the high-income areas, teachers are looked down on because they are at the bottom of the ladder in terms of professional salaries in their predominantly white-collar communities. Discussing the lack of respect, one teacher from a wealthy district notes:

Part of the lack of respect comes because the kid from a rich family knows that as soon as he gets out of school, he will be making more money than we are. So, the student thinks, 'who is this teacher to tell me what to do? I am going to make the big bucks which you are never going to see as long as you teach.'

The respect problem is compounded by a lack of appreciation and support.

They take quality education for granted and don't appreciate the effort teachers put in. Every so often I get a nice note from a parent, but I don't think the school board and some of the administrators appreciate what we do.

They had a banquet for the honor students, and not one teacher was invited to the banquet. I thought that was obscene.

It is crucial that we recognize there are districts in which teachers are very satisfied with the respect and support they receive from the administration and community. It is encouraging to hear the following positive remarks:

There is a very high degree of community support. We have a PTA that is superb. I don't know where you would find an organization which does more for teachers, students, and buildings. The number of parents who will come in and say, 'We are so pleased with your teaching methods, your discipline, with the building, with my child's progress--it's amazing.'

I started my teaching career in another area twenty-two years ago and hated it. I was ready to quit teaching after two years. Then I came here and loved it. I was treated as a professional. The materials were available; I was given help; there was guidance, direction, and support. That completely turned me around.

CONCLUSION

The equity principle--the idea that all students, regardless of income level, race, religion, or ethnicity, should have equal access to educational opportunities--is the cornerstone of our public school system. The data is clear: whether the measure is "equal opportunity" or a "thorough and efficient system of public education" (as stated in the Pennsylvania Constitution), Pennsylvania schools currently provide neither consistently well for all children.

The quality of education a student receives depends on the wealth of the community in which he or she lives. The table below shows that, for both students and teachers, school district wealth matters.

As wealth increases

- (1) Instructional cost per pupil increases
- (2) Salary increases
- (3) Community support increases
- (4) Teacher aides are more available
- (5) There are more adequate instructional resources
- (6) There are more programs for exceptional children
- (7) Curriculum is rated more effective
- (8) Professional development of teachers is more effective
- (9) There is more teacher involvement in individual attention
- (10) Teachers are observed more often
- (11) Individual attention to students increases
- (12) Extrinsic satisfaction increases
- (13) Educational background of teachers increases
- (14) Non-instructional supervision of students decreases
- (15) Satisfaction with school government increases
- (16) There is more time to prepare for conferences
- (17) Teacher interaction increases
- (18) Clerical duties performed by teachers decrease
- (19) Input with the administration is greater
- (20) Average class size is smaller.

The following is a summary of the findings of this paper:

- The exceptional child in a high-income area is more likely to receive special attention and services than an exceptional child in low and middle-income areas. Teachers in high-income areas report greater availability of early detection and intervention programs and counseling services than their counterparts in low and middle-income areas.
- Teachers in high-income districts report higher degrees of individual attention for students than teachers in low and middle-income districts.

- Overall, teachers say that curriculum is effective, though teachers in high-income districts give curriculum higher ratings than teachers in low and middle-income districts.
- Teachers give low ratings to the professional development programs in their school districts. They feel isolated, and excluded from administrative and policy decision-making.
- Teachers in high-income districts report lighter workloads, more aides, and higher salaries than teachers in low and middle-income districts. Thus, they can spend more time preparing lessons and providing individual attention for students.
- Lighter workloads are associated with higher job satisfaction, better professional development programs, and more individual attention.
- Administrators are rated more effective when there is greater teacher input and interaction, and more effective discipline policy.
- Teachers are most satisfied with working conditions and the intrinsic aspects of their jobs and least satisfied with school government and extrinsic rewards.
- Community support may be the most important factor contributing to school effectiveness and job satisfaction.

The data supports and amplifies what teachers have been saying for decades. In addition, it fortifies what PSEA says in its Excellence Report. We must continually evaluate and improve curriculum. Teachers must become the primary decision and policy makers in the design of the education programs because of their preparation and skill. We must elevate the status of the profession by increasing salaries and improving professional conditions.

There are several, simple, inexpensive reforms which, if implemented with serious intent, could go a long way toward improving the profession. The following are just a few of the obvious areas mentioned by the teachers:

- Allow teachers to benefit from the experience of their colleagues by eliminating isolation and creating collaborative work settings.
- Eliminate obstacles to teaching such as interruptions and routine paper work.

- Provide regular inservice training, developed in consultation with teachers, that is integrated into the school day and geared toward sharpening professional skills.
- Provide released time with salary for participation in professional seminars, school visitations, and meetings with other professionals for instructional improvement.

This data from teachers must serve as the basis for dialogue in the entire educational community. All of us must work together, collectively and cooperatively, in order to provide an educational climate in which all of our students may grow. All of us must work together to ensure the future of our young people.

The Profiles Project is by no means the end of PSEA's efforts to improve the quality of education in Pennsylvania. It is just the beginning. As we stated in the preliminary study,

To be continued...

Part II: Technical Report

Pennsylvania State Education Association

Profile of Education

Survey Results

Prepared by

The Pennsylvania State University
Industrial/Organizational Psychology Practicum

May, 1985

This report summarizes the results of the Pennsylvania State University Industrial/Organizational (I/O) practicum project with the Pennsylvania State Education Association (PSEA). This project consisted of the construction, administration, and analysis of a questionnaire given to a sample of Pennsylvania classroom teachers. In addition to a summary of how the survey was constructed and distributed, the following report contains the results of the analyses performed on the completed questionnaires.

PSEA desires a public education system which offers an equal opportunity for every student to obtain a quality education. In previous investigations on whether or not this ideal was being attained, PSEA recognized two important methodological problems. First, studies have examined schools in general without looking at the specific challenges confronting individual schools in different educational environments. Second, most reports have been written by various groups associated with education, excepting the largest group of all -- the teachers. PSEA believes that teachers have been excluded from the ongoing debate concerning educational reform. The intention of this project was to invite the teachers to contribute their perceptions of the strengths and weaknesses of the educational system. Specifically, PSEA wants to know whether differences exist between schools as a result of school district factors -- number of students, teaching assignment, and the availability of financial resources or wealth -- and to highlight the effects of any differences of teachers' perceptions of both the quality of education (e.g. curriculum, instructional resources) being offered the students and the

working conditions (e.g. professional development) which exist for the teachers.

There were two phases to this investigation. The first involved a preliminary study, by PSEA, of 17 school districts. Nine of the districts were chosen from the bottom 20% income level (as measured by the Market Value Personal Income Aid Ratio, or MVPI), and eight from the top 20%. A total of 182 teachers and specialists were interviewed and asked to complete a 210-item questionnaire. The results of this phase were reported by PSEA in three publications: Working Conditions, Curriculum, and Professionalism. These reports demonstrated that many appreciable differences exist between schools on factors such as class size, facilities, spending priorities, material adequacy, workload, discipline, professional development, input to policy making, and job satisfaction.

In order to obtain a more detailed picture of education throughout the Commonwealth, PSEA commissioned a large-scale, state-wide study. With this comprehensive data base, more conclusive statements could be made about the factors which affect education throughout the Commonwealth of Pennsylvania. Incorporating information learned during the preliminary investigation, PSEA, in conjunction with the Penn State Industrial/Organizational Psychology program, constructed a comprehensive questionnaire that was distributed to a state-wide sample of teachers across Pennsylvania.

METHOD

A questionnaire was developed at Penn State with the assistance of the PSEA research staff. The final version contained 180 questions, and is

described, in detail, in a section to follow. In addition, the entire survey appears in the Appendix along with the cover letter which accompanied the survey.

A stratified sample was drawn based on Market Value Personal Income Aid Ratio (MVPI), a measure of school district wealth. Districts were divided into quintiles based on the MVPI: 50 school districts were randomly selected from the top quintile, 49 from the middle quintile, and 50 from the lowest quintile.

The sample had a mean MVPI value of .5312. Low values of MVPI represent greater wealth. The low-income districts had a mean of .7210, the middle-income districts had a mean of .5758, and the upper-income districts had a mean of .2785. To further document differences in wealth, per student instructional cost measures (excluding capital expenditures, transportation costs, and health services), published in 1984, were obtained for each district in the sample. The average amount of money spent per student for the entire sample was \$1949, and within each income group (from low to high), was \$1587, \$1852, and \$2443, respectively.

A total of 4470 surveys were distributed. Thirty teachers were randomly selected from among PSEA membership rosters for each of the 149 selected school districts. The selected teachers received surveys in late February. Teachers were given until March 12, 1985 to return their completed surveys to PSU by postage-paid mail. One week before the deadline, teachers received a reminder to send their surveys in before the deadline. The responses of individual teachers remained anonymous to both PSEA and PSU. A total of 2317 surveys were received by March 25, a response rate of 52%. In certain cases, (e.g. part-time teachers) surveys

were eliminated from the analysis. A final data set was established which contained usable responses from 2301 teachers.

REPRESENTATIVENESS OF SAMPLE

The obtained sample was compared with the entire PSEA membership to ensure that the teachers who responded to the surveys were similar to the entire PSEA membership. It is never possible to know for certain that the obtained sample is a mirror of the population of interest, but there are procedures for examining the likelihood that sample bias has occurred. The sample was compared to the total PSEA membership on number of years teaching, salary, sex, and teaching assignment. Table 1 presents such a comparison. The sample resembles the population on all of the demographic variables for which comparison data were available, thereby lowering the likelihood that the sample was in some way different from PSEA's total membership.

Table 1
Comparison of Sample to PSEA Membership

	<u>Sample</u>	<u>PSEA Membership</u>
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Number of years teaching	16.2	15.2
Salary	\$ 22,756	\$ 22,040 (1984)
Sex		
Male	39.9%	41%
Female	60.1%	59%
Teaching Assignment		
Elementary	50.8%	47%
Secondary	48.2%	53%

SCALE DEVELOPMENT

The survey contained 180 questions. Thirteen of the questions requested descriptive background about the teacher and the school district. Initially, the remaining 167 questions were grouped into 12 categories (Facilities, Resources, Discipline, Curriculum, Student Placement, Professional Development, Input, Administration, Community Support, Workload, Satisfaction, and Student Evaluation).

The first step in the analysis was to develop useful scales within the 12 categories. By asking a number of questions about an issue and combining the answers to those questions, we obtained a measure which was more reliable than the responses to each individual item. Combining questions in categories and using scales also eliminates the analytical nightmare known as "information overload". Examining 167 separate pieces of data at one time makes it difficult, if not impossible, to get a clear, accurate picture of basic education in the Pennsylvania public schools. For example, we combined the following questions into a scale called "Teacher Interaction".

1. Teachers have time available to talk to each other about curriculum and instruction.
2. I have time to observe other classes.

This new scale provides a more complete and reliable measure of the concept than each item alone.

Since it had been decided that examining 167 questions separately

would be akin to looking at the trees rather than the forest, the issue that remained was the grouping of the 167 questions into appropriate scales. In the survey, the questions were grouped into twelve categories. However, some of the categories appeared to contain questions which addressed several issues rather than just one. For example, the category of "Satisfaction" contained 19 questions which addressed several different dimensions of satisfaction associated with teaching. A statistical procedure known as factor analysis identifies questions which statistically resemble one another. The factor analysis on "Satisfaction" revealed that four different factors could be created by the 19 questions (the four factors were labeled "Satisfaction with School Government", "Satisfaction with Working Conditions", "Extrinsic Satisfaction", and "Intrinsic Satisfaction"). In addition to examining the results of the factor analysis, the questions were checked to ensure that they were not only statistically related, but conceptually similar as well. The outcome of this procedure was the creation of the 26 scales.

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RESULTS AND DISCUSSION

The results have been broken down into five parts. Part I presents the scale definitions, the questions which comprise each of the scales, and differences on the scales due to income, size of district, and teaching assignment (elementary and secondary). This section also contains information about the relationship between the scales. Correlations (the correlation coefficient is described in the "Community Support" section in Part I) between two scales which are greater than .40 are presented. For the scales considered central to this investigation (such as teacher perceptions of "Community Support"), statistically significant correlations greater than .10 are presented as well. Part II presents the findings for the four measures of satisfaction. Part III contains information about teacher salaries. Part IV addresses the impact of wealth on the areas investigated by this study. Individuals only interested in examining income differences will find this section useful. Part V presents the teacher's appraisal of each scale relative to the other scales.

I. DESCRIPTION AND ANALYSIS OF THE SCALES

This section presents the definition of each of the scales along with the questions that make up the scale. Differences due to wealth, size of the district, and teaching assignment for each scale follow the description. The findings which are presented in this section are the result of using a statistical technique called "Analysis of Variance", or ANOVA. A brief discussion of the ANOVA appears in a box on page 9.

It is important to interpret the findings in accordance with the type

of design used in the study. The findings presented in this report are based on a "correlational" design. In a correlational design, no cause-effect statements can be made. For example, it would be impossible to conclude from these data that the wealth of a district causes teacher satisfaction. It would be possible, however, to report that teachers in wealthier districts tend to be more satisfied than teachers in low-income districts, should that difference be found. Whether or not the observed difference is causal is simply not answerable given the design of the study.

The purpose of this report is to present the analysis and summarization of the survey results. This report contains no conclusion, since it was not the intent of PSU to draw conclusions or inferences from the data returned by the teachers.

The findings for twenty-two of the scales are presented in Part I. Part II contains the findings for the remaining four scales, all of which address teacher job satisfaction. Throughout the report, reference is made to "significant" differences. The term "significant" is a statistical one which refers to a difference that is unlikely to have occurred by chance. Chance is not defined identically throughout the report. However, it is always less than .05, or five times in one hundred.

Some of the scales are similar to one another. Therefore, many of the results concerning the impact of wealth, district size, and teaching assignment will be similar between related scales. For example, "Input Into the Administration" and "Effectiveness of the Administration" are highly correlated. If we were to observe a significant difference as a function of wealth of the district for one of these scales, it is also

likely that a wealth difference will be found on the other as well. The fact that identical differences are found between highly correlated scales simply means that similar underlying explanations exist for both.

COMMUNITY SUPPORT : the extent to which the community supports public education. This scale is made up of four questions:

1. Parent-teacher conferences result in specific plans for home-school cooperation aimed at improving student classroom achievement.
2. This community supports public education.
3. School board actions show concern for quality education in this community.
4. I receive support from the parents of my students.

Analysis of Variance Explanation

Analysis of variance procedures were used to determine when differences between the groups were statistically significant. In all cases, a probability level of .01 was used for the initial judgement of difference (i.e. main effects and interaction effects). Once a difference was found at this level, follow-up tests using a probability level of .05 highlighted the significant differences which were found within the initial differences. For example, the scale called "Community Support" has a main effect within the quintile groups. This difference was found to exist at a probability level of .01. This means that the probability of obtaining a difference, when there truly is no difference between the quintiles, is less than one time in 100. The follow-up analysis is a procedure for testing where the significant difference exists. Within "Community Support", a significant difference exists between upper-income districts and both middle- and lower-income districts. Thus, significantly more community support is reported by upper-income teachers in comparison to the other two groups. No significant difference was found between the middle- and lower-income groups. These follow-up tests have a probability value of .05 associated with them. Therefore, significant differences between the groups have less than five chances in 100 of occurring when there really is no difference.

Higher values indicate greater community support. Values range from a low of one (Strongly Disagree) to a high of 6 (Strongly Agree).

The average response of all teachers in the sample was 3.69, indicating that, in general, teachers "agree somewhat" that Pennsylvania communities are supportive of education. The averages differed across several of the groupings. Elementary teachers (3.87) reported a greater perception of community support than teachers in secondary teaching assignments (3.51). In addition, teachers in low-income (3.45) and middle-income (3.52) districts reported similar amounts of community support, but both groups reported significantly less community support than the upper-income districts (4.14).

Community support was strongly correlated with most of the other scales. In particular, greater community support is associated with:

	**
	Correlations
1. More satisfaction with school government	.66
2. More effective professional development	.49
3. More effective discipline policies	.49
4. More effective administration	.46
5. More effective curriculum	.45
6. More individual attention	.45
7. Greater teacher involvement in individual attention	.44
8. Higher extrinsic satisfaction	.43
9. Greater satisfaction with working conditions	.42
10. More adequate instructional resources	.41
11. Lower workloads	-.41
12. More time to prepare for conferences	.36
13. Greater intrinsic satisfaction	.35
14. More adequate facilities	.31
15. More programs for exceptional children	.30
16. Greater teacher interaction	.27
17. More availability of aides	.25
18. More compensation for professional development	.22

**

The correlation coefficient is explained in a box on page 11.

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ADEQUATE TIME: amount of time available for certain educational necessities. The scale consists of five items:

There is adequate time for:

1. preparing for parent conferences.
2. preparing for department conferences.
3. individual student conferences.
4. meetings related to curriculum.
5. program evaluation.

Greater values indicate that more time is available. The scale ranges from 1 to 6.

The average response for all teachers was 3.15, indicating teachers "disagree somewhat" that adequate time exists to prepare for conferences. Teachers in high-income districts (3.41) reported greater preparation time for conferences than both middle-income (2.97) and low-income (3.09) groups. There was no significant difference between the low- and middle-income groups.

Explanation of Correlation Coefficients

Correlations are reported in coefficients that indicate the strength of the relationship between two variables where:

- a correlation coefficient of -1.0 indicates a perfect negative relationship (i.e. as one variable decreases the other increases)
- a correlation coefficient of 0 indicates that the variables are unrelated
- a correlation coefficient of 1.0 indicates a perfect positive relationship (i.e. as one variable increases so does the other)

Correlations found in the social sciences are generally between 0 and .4, with higher values occurring much less frequently. Higher values are not as uncommon between response variables (such as the scales used in this study), however. The first correlation in "Community Support" indicates that teachers who believe community support to be high tend to be more satisfied with school government ($r=.66$). This particular correlation is very high.

The more time to prepare for conferences:

- | | |
|--|-----|
| 1. The greater the teacher interaction | .55 |
| 2. The greater the teacher involvement in individual attention | .43 |
| 3. The more effective the administration | .42 |

SCHOOL AIDES: the amount of support available in terms of aides to help in the following activities:

1. recess supervision.
2. lunch supervision.
3. bus loading and unloading.
4. correcting papers.
5. running of dittos.
6. drilling of students for review/remediation.
7. before and after school supervision.

The score on this dimension is the number of times the teacher responded "yes". The scale ranges from 0 to 7.

The average response of all teachers was 1.63. The availability of aides was influenced by wealth, district size, and teaching assignment in what is referred to as a triple interaction. Understanding triple interactions can be as difficult as translating ancient Egyptian hieretic language. A triple interaction means that an understanding of the concept of interest-- School Aides-- is not possible by looking at wealth, district size, or teaching assignment separately. The influence of these factors must be examined in relationship with one another. In other words, wealth makes a difference, but not the same amount of difference at every level of district size or for both types of teaching assignments. In many triple interactions, the averages across income levels may not look different, but this does not necessarily mean that income has no effect. The effect of

income may lead to high values for elementary teachers in small districts and low values for secondary teachers in large districts, thereby effectively wiping out a visible income effect when, in fact, one exists. The triple interaction is the most accurate representation of the status of "School Aides". Triple interactions are easier to understand when graphs are referred to during the reading of the text presentation. Graphs follow the text presentation for the scales with double and triple interactions. In all cases where graphs exist, the reader is referred to them in the text. One final note about interactions: many times it is still possible to highlight general trends before delving into the complicated interactions. When this was possible, it was done. Good luck.

Although all of the factors interacted in determining the number of aides, the general trend indicated that:

1. Elementary teachers had more aides than secondary teachers (2.01 vs. 1.16).
2. Upper-income (2.16) had significantly more aides than middle- (1.51) and lower-income (1.20) districts.

The triple interaction (refer to graph on page 15) was produced by the fact that in upper-income districts, elementary teachers in large districts (2.31) had fewer aides than elementary teachers in small- (3.07) and medium-sized (3.77) districts. Secondary teachers in medium-sized (.69) districts had fewer aides than their counterparts in small (1.60) and large districts (1.56).

In middle-income areas, elementary teachers in large districts (2.56)

had significantly more aides than elementary teachers in small- (1.79) and medium-sized districts (1.66). In secondary schools located in medium- (.71) and large-sized districts (.89), teachers reported significantly fewer aides than teachers in small-sized districts (1.26).

In low-income schools, elementary teachers had more aides than secondary teachers at all district sizes, with both groups having more aides in the large-size districts than teachers in small- and medium-sized districts.

Thus, the middle-income, secondary schools in medium- and large-sized districts along with secondary schools located in medium-sized, wealthy districts have the least support as far as availability of aides is concerned.

MOONLIGHTING: the number of hours worked in a second job (not school-related) per week. The scale is the sum of the two variables listed below:

1. Hours a week working outside of school during the school year.
2. Hours over the weekend working outside of school during the school year.

Twenty-nine percent of the teachers in the sample reported they spent time working a second job during the school year. Of the teachers that work a second job, the average number of hours worked was 7.6 during the school week and 6.7 over the weekend. The average number of hours worked in a second job by teachers in the sample was 3.4 hours per week.

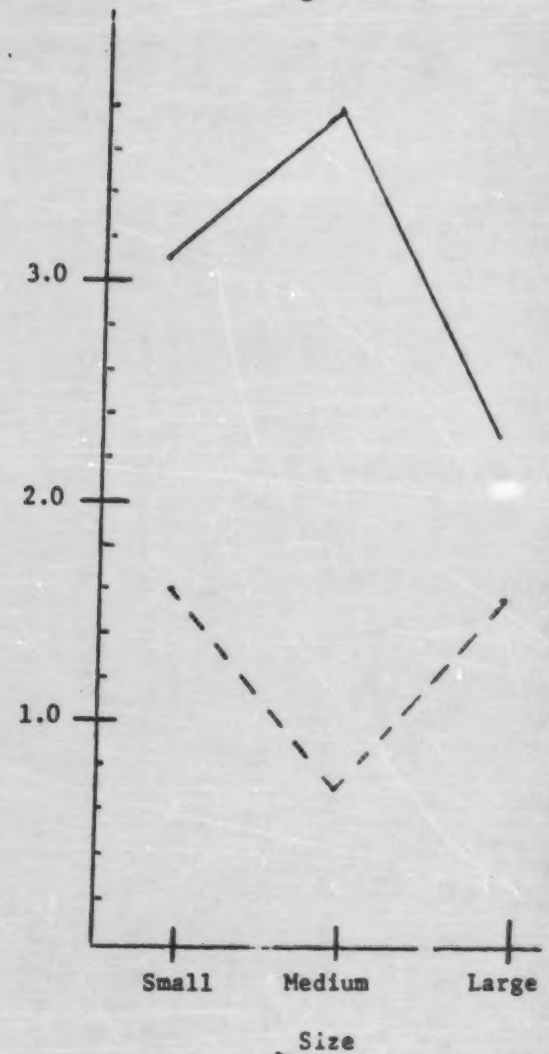
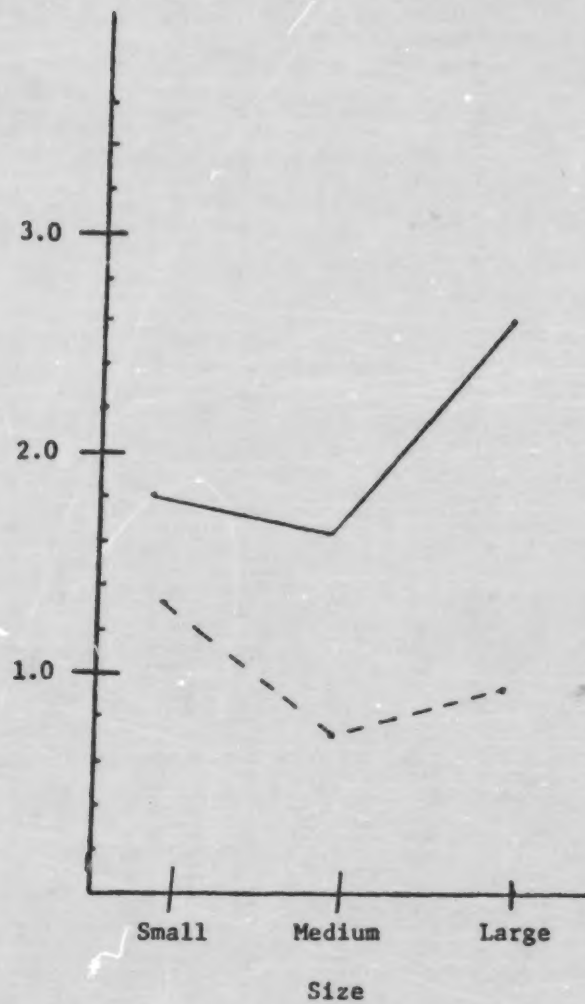
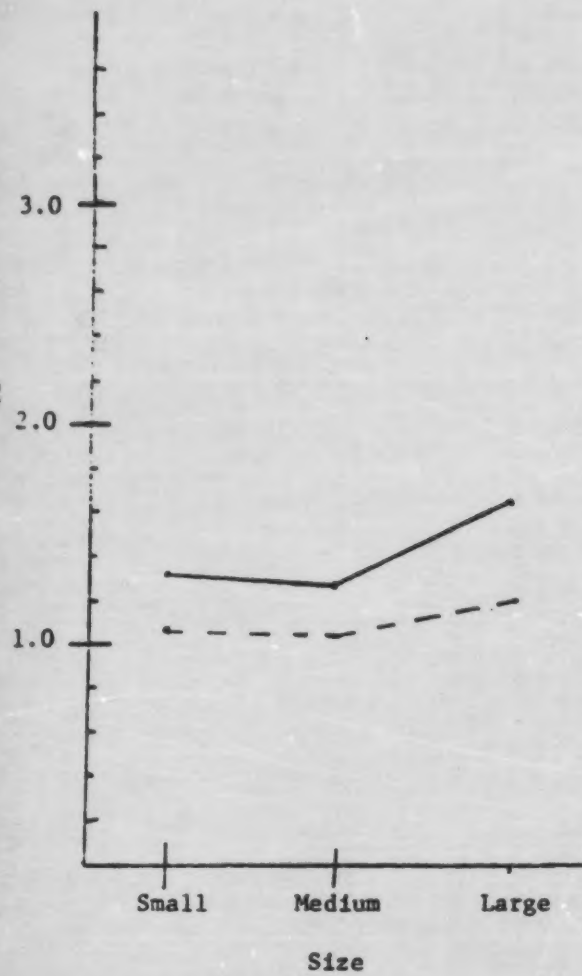
AIDES

----- Secondary
 ——— Elementary

Low-Income

Middle-Income

High-Income



Secondary teachers work more second-job hours than elementary teachers (4.05 vs. 2.61). This is due to the fact that 35% of the secondary teachers hold second jobs, while 22% of the elementary teachers hold second jobs.

CLERICAL DUTIES: the extent to which the teacher performs the following clerical activities associated with a classroom:

1. correcting papers.
2. running off dittos.
3. clerical support.

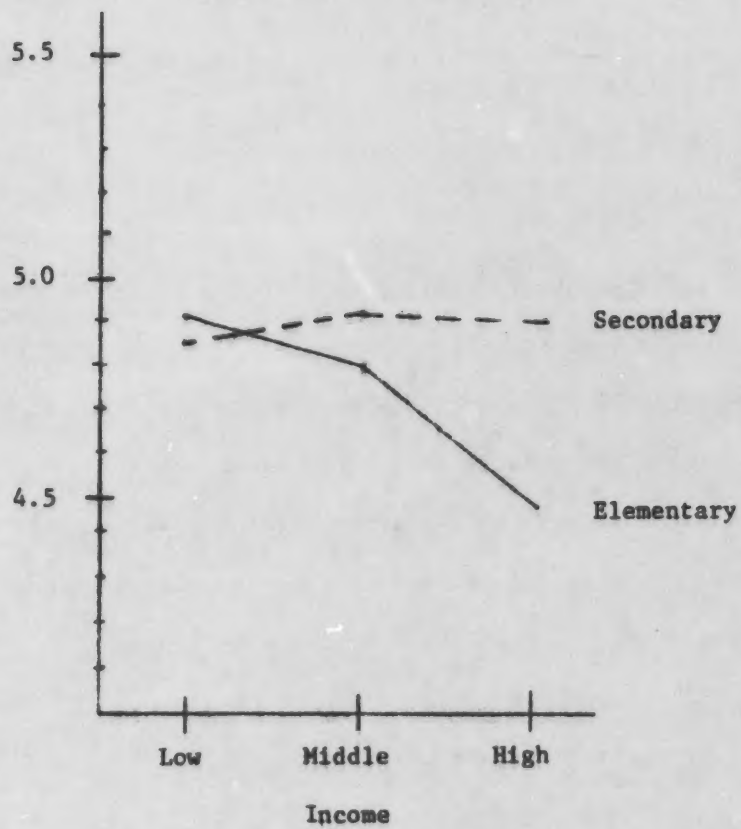
Higher scores indicate that these duties are performed by the teacher without outside help. Scale ranges from 1 to 6.

The average response of all teachers was 4.80, indicating teachers "frequently" perform clerical functions within the classroom.

There was an interaction effect between school district wealth and teacher assignment. Teachers at all levels of wealth and district size report the same amount of clerical activity, with one exception: elementary teachers in high-income areas report significantly less clerical activity than all other teachers (refer to graph on page 17).

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CLERICAL DUTIES



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SUPERVISION OF STUDENTS: the extent to which a teacher supervises students in the following four activities:

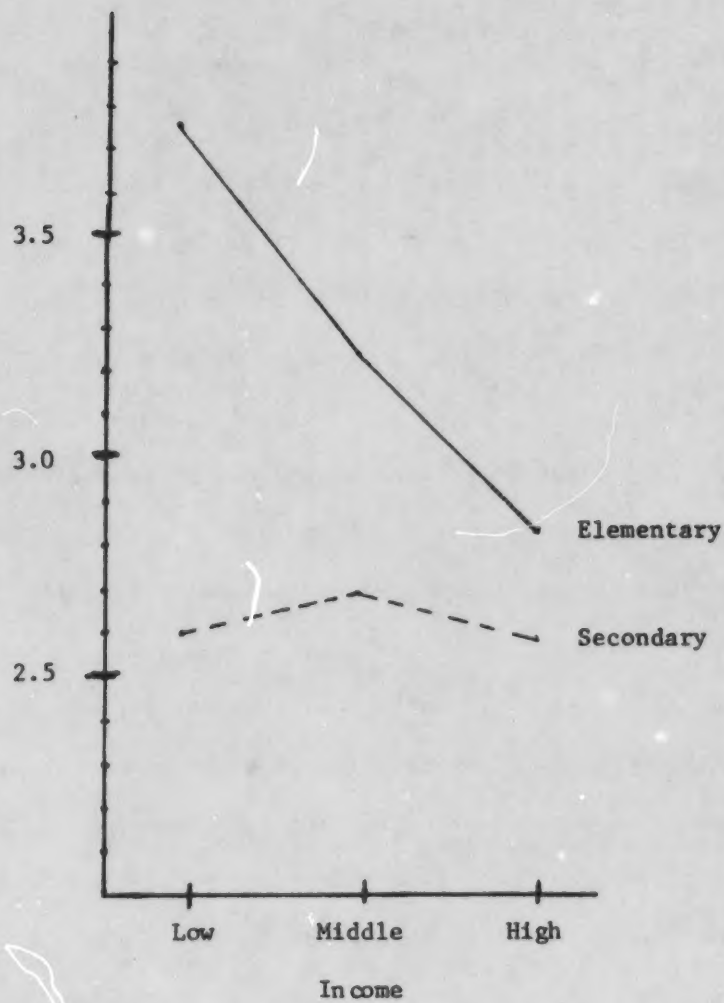
1. recess supervision.
2. lunch supervision.
3. bus loading and unloading
4. before and after school supervision.

Higher scores indicate a greater amount of time spent supervising. The

scale ranges from 1 to 6.

The average response for all teachers was 2.84 indicating that teachers "sometimes" supervise students in non-instructional activities. Although there were significant differences between income groups -- high-income (2.70), middle-income (2.87), and low-income (3.08) school districts -- as well as a significant difference between elementary (3.31) and secondary (2.48) teachers, a clearer picture is obtained by examining the interaction of wealth and assignment (see graph on page 19). While the averages across income groups are very similar between secondary teachers (high-income = 2.5, middle-income = 2.6, and low-income = 2.6), at the elementary level, the degree of supervision of students decreases as the income level of the district increases (for elementary teachers: low-income = 3.74, middle-income=3.29, high income=2.82). Therefore, elementary teachers in low-income districts spend more time during the school day supervising students on non-academic activities than do teachers in middle- and high-income districts.

SUPERVISION OF STUDENTS



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EFFECTIVE CURRICULUM: teacher ratings on the effectiveness of the school's curriculum. The scale was comprised of the following questions:

1. The curriculum requirements are stated in clear and concise terms.
2. The curriculum provides an effective program in the basic skills for students.
3. The curriculum is broad and flexible enough to meet each student's needs.
4. There is sufficient curriculum coordination between elementary and secondary levels in all subject levels.
5. There is an adequate district-wide reading program.
6. The school library is adequate.
7. Students have the opportunity to pursue academic and vocational education courses during the regularly scheduled day.

Higher scores indicate greater effectiveness. The scale ranges from 1 to 6.

The average rating of curriculum effectiveness by all of the teachers was 3.96, indicating teachers "somewhat agree" that the curriculum is effective. The average rating of the effectiveness of curriculum by teachers in the high-income districts (4.25) was significantly higher than the average ratings of both the low- (3.85) and middle-income (3.80) groups.

Teachers rated effectiveness of the curriculum higher when:

	Correlations
1. Teachers provide individual attention	.52
2. More effective professional development exists	.52
3. Discipline policy is more effective	.48
4. Input into administration is greater	.46
5. There are more instructional resources	.46
6. Higher community support	.45
7. Greater teacher autonomy in the classroom	.38
8. Lower workloads	.38
9. Greater teacher involvement in individual attention	.38
10. More time spent preparing for conferences	.37
11. Greater teacher interaction	.36
12. Better facilities	.35

Teachers rated effectiveness of the curriculum higher when:

13. More programs for exceptional children	.34
14. More effective testing	.29
15. Greater availability of specialists	.17
16. Greater availability of aides	.16
17. Greater number of times teachers are observed	.13
18. Less hours of maximum pupil contact without a break	-.12
19. Less time spent on clerical activities	-.12

SPECIALISTS: the extent to which specialists are available to aid in the following nine subject areas:

1. Reading
2. Math
3. Speech Therapists
4. Special Education
5. Physical Education
6. Foreign Language
7. Art
8. Music
9. Science

The score on this dimension is the total number of subject areas in which specialists are available. The range is 0 to 9 (elementary only).

Elementary teachers reported an average of 6.54 on this scale. An overall income effect was observed. Low- (6.56) and high-income (6.58) districts both had a greater number of specialists than did middle-income (6.49) districts.

INPUT INTO ADMINISTRATION: the extent to which teachers have participation in the administrative and policy decision making. This scale is comprised of the following questions:

1. The principal provides for participation of faculty in the decision-making process.
2. I have adequate and timely information about the plans, policies, and changes that influence my work.
3. I am free to express my views without fear of recrimination.
4. Faculty are involved in the development of school policy.

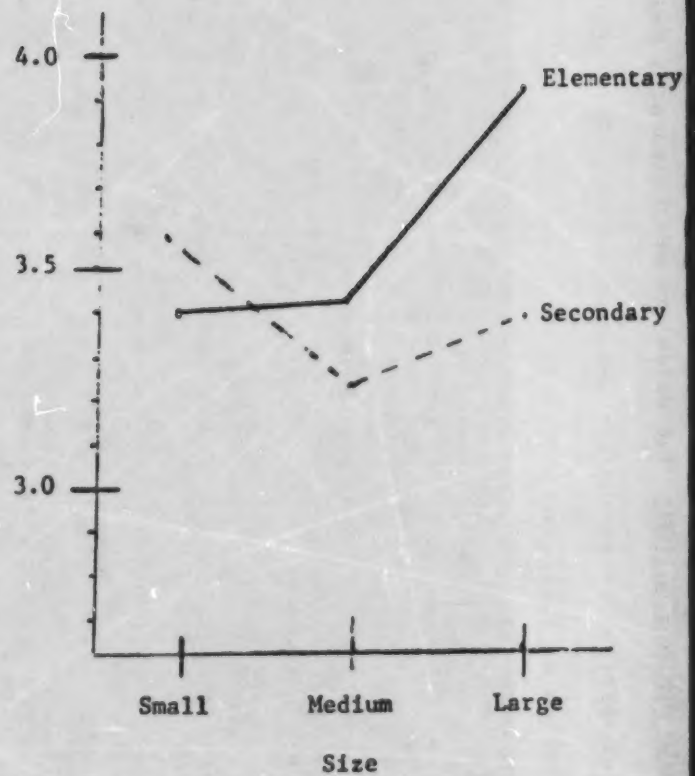
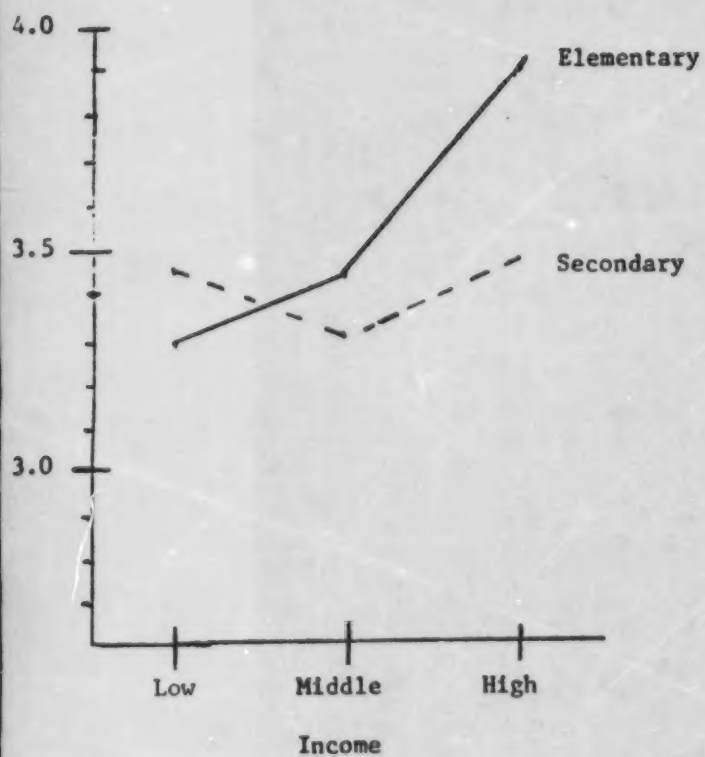
High scores indicate greater input. The scale ranges from 1 to 6.

The average response for all teachers was 3.48, indicating teachers "disagree somewhat" that they have input into their administration. Teachers in upper-income (3.67) reported significantly greater input than teachers in low- (3.38) and middle-income (3.38) districts. Teachers in large districts (3.62) also report greater input than teachers in medium- (3.33) and small-sized (3.48) districts. Elementary teachers (3.51) reported more input than secondary teachers (3.43).

The overall difference between elementary and secondary teachers is somewhat misleading, however. It is true that, for most situations, elementary teachers report greater input. But, there are two exceptions to this general rule: in low income-districts and small-sized districts, secondary teachers report more input than elementary teachers (see graphs on page 23).

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INPUT INTO ADMINISTRATION



Greater input into the administration is related to:

1. More effective administration	.78
2. More effective discipline policies	.66
3. More autonomy in the classroom	.59
4. More effective curriculum	.46
5. Greater individual attention	.46
6. Increased community support	.46
7. More teacher involvement in individual attention	.40

TEACHER AUTONOMY IN THE CLASSROOM: the extent to which teachers have the autonomy, responsibility, and input into the formulation of instructional activities in the classroom. This scale is comprised of the following questions:

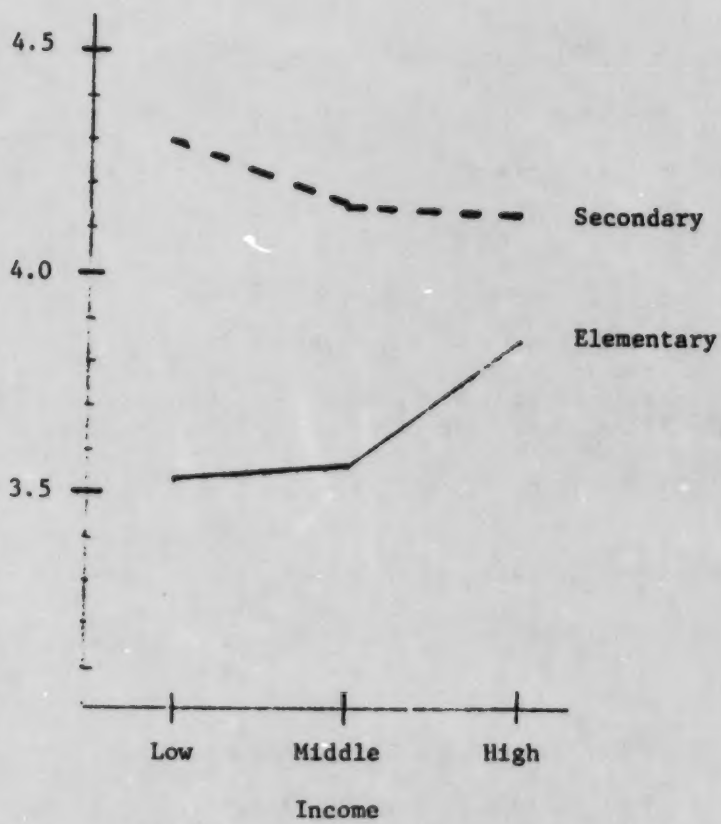
1. I have the freedom to determine my own teaching techniques.
2. I select my own textbooks.
3. I am involved in the curriculum decision-making process.
4. I am involved in instructional decision-making before changes are made.
5. Instructional decisions in my school reflect my views and opinions.

High scores on this scale indicate autonomy, while low scores indicate little or no involvement in instructional decision-making. The scale ranges from 1 to 6.

Overall, teachers "somewhat agree" they have autonomy (3.90). Teachers in small school districts (4.02) reported significantly higher levels of autonomy than their counterparts in medium- (3.78) and large-sized (3.81) districts.

At all income levels, secondary teachers reported greater autonomy than did elementary teachers (see the graph on page 25). However, among elementary teachers, high-income teachers reported greater autonomy in the

TEACHER AUTONOMY



classroom than their counterparts in middle- and low-income districts. The opposite occurred among secondary teachers: teachers in low-income districts reported greater autonomy than did teachers in both middle- and upper-income districts.

Greater teacher autonomy in classroom:

	Correlations
1. Associated with greater input into administration	.59
2. Related to more effective professional development	.58
3. Amount of individual attention is greater	.40
4. Associated with more effective curriculum	.38
5. When workload is less	-.38
6. When teacher interaction is greater	.37
7. Less for larger classes	-.16
8. Decreases as number of plans increase	-.15
9. Less for larger districts	-.12

EFFECTIVENESS OF THE ADMINISTRATION: the extent to which the administration is effective in fulfilling their responsibility as a support function for the teaching staff. This scale is comprised of the following questions:

1. When parents complain, the administration supports its staff.
2. The principal is available when needed by teachers.
3. The professional judgements of teachers are supported by the principal.
4. The achievements of teachers are praised by the principal.
5. Administrators provide support for teachers on student policy.
6. I receive support and encouragement from my principal.
7. A general feeling of "working with" the administration exists.
8. Professional relationships between the administrator(s) and teachers reflect mutual respect.
9. I receive helpful feedback from the administration.
10. The principal is knowledgeable about teaching techniques.
11. My evaluation is used for instructional improvement.
12. My evaluation was fairly administered.
13. Procedures used to evaluate teachers are clearly defined.

Higher scores represent more effective administrations. The scale ranges from 1 to 6.

Does administrative effectiveness depend on district wealth or size? In general, administrations are rated more effective in high-income areas and in school districts of larger size. However, a significant triple interaction between wealth, teaching assignment, and district size was observed. Thus, the most accurate picture of the effectiveness of administrations is found by examining teacher responses within each level of district size, income group, and teaching assignment simultaneously (see graph on page 28).

In upper-income districts, elementary teachers within each district size rated their administration more effective than did secondary teachers. Moreover, at both elementary and secondary levels, administrations in medium-sized districts were rated the lowest.

In middle-income districts, elementary teachers in medium and large districts rated their administration more effective than did secondary teachers in those same-sized districts. However, in the small districts, secondary teachers rated their administration more effective than did elementary teachers.

In lower-income districts, secondary teachers in small- and medium-sized districts rated their administration more effective than did elementary teachers within those same-sized districts. No difference in the effectiveness of administrations was observed between elementary and secondary teachers in the large-sized districts.

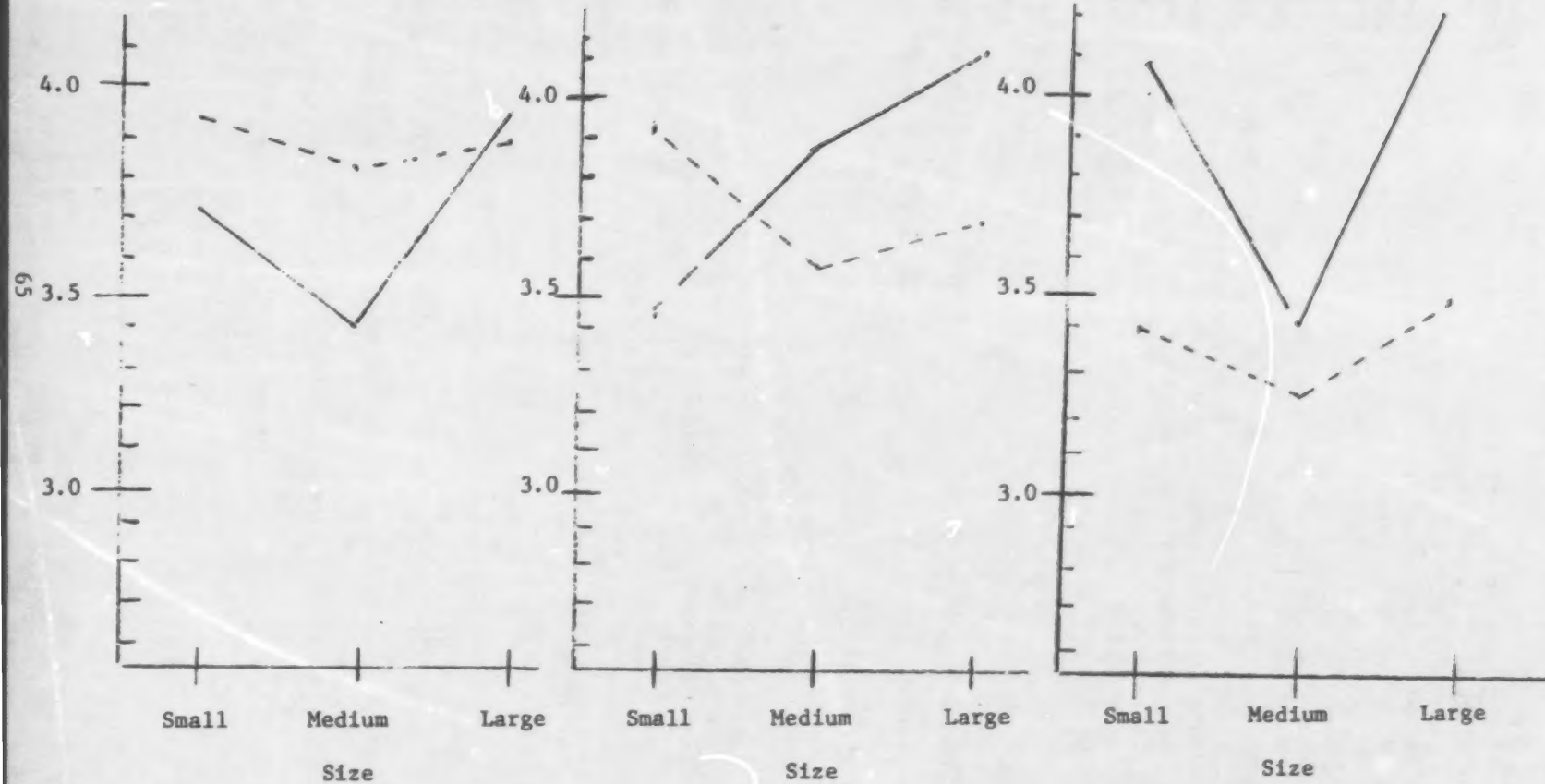
EFFECTIVENESS OF THE ADMINISTRATION

— Elementary
 - - - Secondary

Low-Income

Middle-Income

High-Income



School administration is rated more effective when there is:

	Correlations
1. Input into the administration	.78
2. Effective discipline policy	.68
3. More effective professional development	.58
4. Greater teacher autonomy in the classroom	.54
5. More attention paid to individual students	.47
6. More effective curriculum	.46
7. Lower workload	-.44
8. More time to prepare for conferences	.41
9. More teacher interaction	.38
10. Greater teacher involvement in individual attention	.38
11. More programs for exceptional children	.37
12. More adequate instructional resources	.36
13. More effective testing exists	.32
14. Better facilities	.26
15. Greater availability of aides	.18
16. Less clerical activities performed by teachers	-.13

FACILITIES: the extent to which the facilities within the school are well maintained and adequate for the purposes of instruction. The scale is comprised of the following four questions.

1. School buildings are attractive, clean, and well maintained.
2. School buildings are structurally and otherwise physically safe.
3. My classroom is adequate for its purposes.
4. Faculty lounges are attractive, clean, and well maintained.

High scores represent well-maintained, adequate facilities. The scale ranges from 1 to 6.

The average score for all teachers was 4.21, indicating teachers rated their facilities as adequate. A substantial income effect was observed. All three income groups were significantly different from each other, with middle-income teachers rating their facilities the lowest (upper-income=4.45; low-income=4.23; middle-income=3.97).

Significant differences were found between income groups within small- and large-sized districts (see graph on page 31). Within the small districts: middle-income districts had the lowest ratings for facilities (3.70); upper- and lower-income areas were significantly better (4.45 and 4.22, respectively). Within the large districts: high-income districts (4.50) reported significantly better facilities than both low- (3.81) and middle- (4.10) income districts. No significant differences were observed between income groups within the medium-sized districts.

There was a strong positive relationship between adequate facilities and adequate instructional resources ($r=.44$).

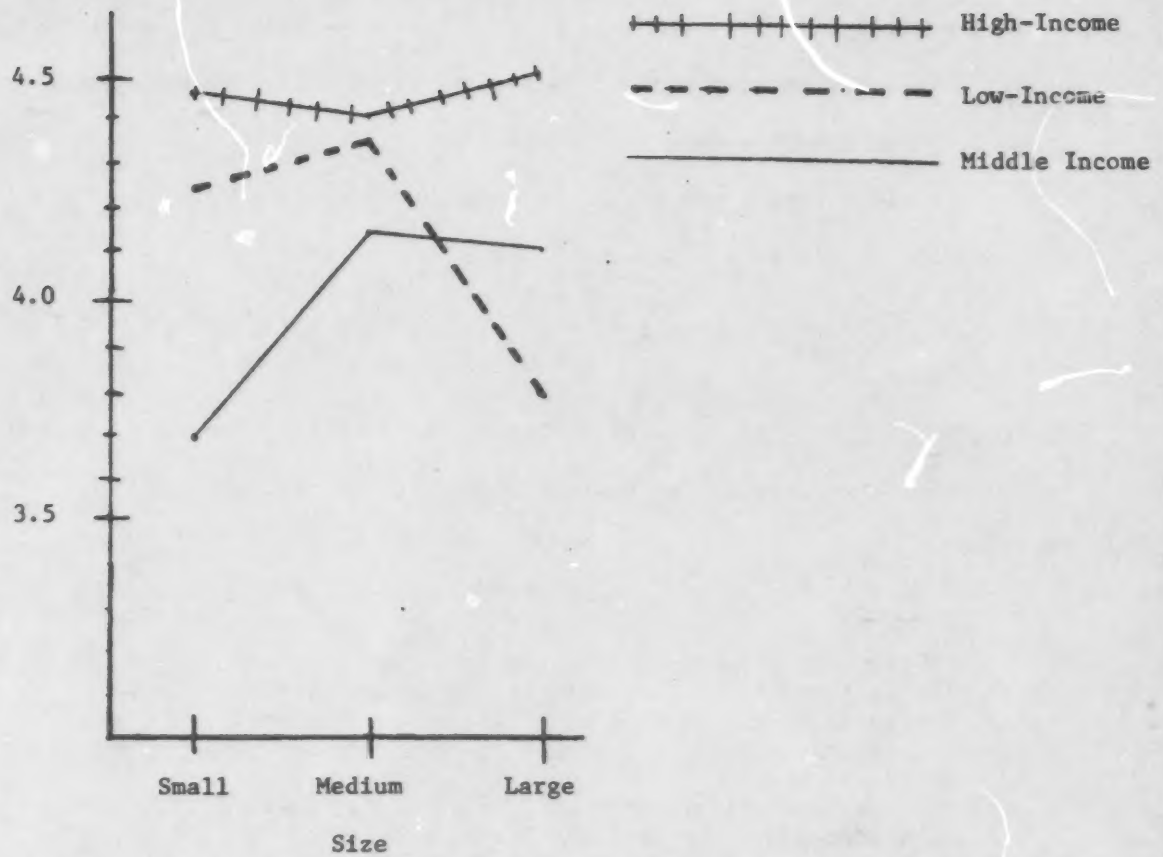
INSTRUCTIONAL RESOURCES: the extent to which the school provides adequate instructional resources. The scale is comprised of the following questions:

1. My teaching program is adequately funded.
2. The quality of teaching material is satisfactory.
3. The quantity of teaching material is satisfactory.
4. I have access to instructional equipment in good working order in my classroom.
5. The availability of up-to-date textbooks is adequate.
6. My students do not have to share textbooks.
7. I do not use my own money to purchase additional instructional materials.

High score indicate more and better resources available in the classroom. The scale ranges from 1 to 6.

The average response of all teachers was 4.36, indicating teachers "somewhat agree" that their instructional resources are adequate. In both

FACILITIES



large and small districts, teachers in high-income areas rated resources significantly better than did teachers in middle- and lower-income districts. However, in small districts, teachers in the middle-income group (4.10) reported the lowest amount of instructional resources (refer to graph on page 33).

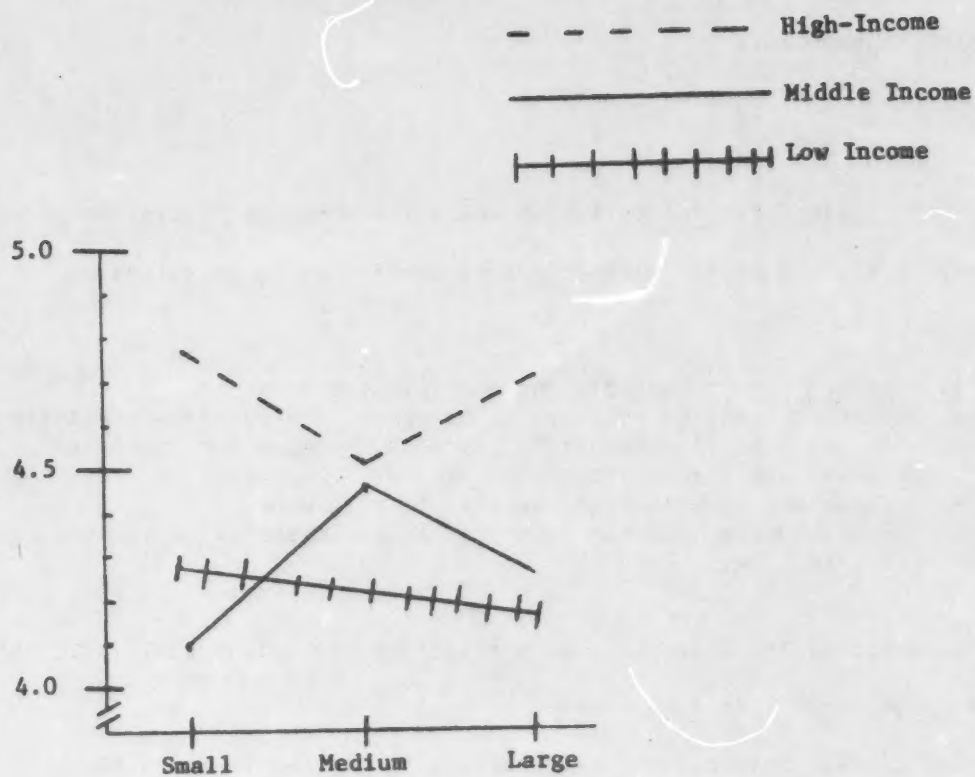
EFFECTIVE DISCIPLINE: the extent to which the school's discipline policy is effective. The scale is comprised of the following questions:

1. Teachers have input into the discipline policy.
2. Student discipline policies in my school are fairly administered.
3. When dealing with disruptive students, methods for improving behavior are emphasized.
4. This school is a safe and secure place to work.
5. The procedures used for handling student misbehavior in my school are effective.

High scores are associated with effective discipline policies. The scale ranges from 1 to 6.

The average response for all teachers in the sample was 3.95, indicating teachers "somewhat agree" that disciplinary policies in their schools are effective. Significant differences were reported as a function of the wealth of the district: low- (3.93) and middle-income (3.83) teachers reported similar levels of effectiveness, while teachers from the high-income districts reported significantly greater effectiveness (4.09).

Instructional Resources



Effective discipline was rated higher when:

	Correlations
1. Administration is more effective	.68
2. More input into the administration	.66
3. Professional development more effective	.52
4. Greater community support	.49
5. More individual attention given to students	.45
6. Greater autonomy in the classroom	.42

INDIVIDUAL ATTENTION: the extent to which a school deals with students at an individual level. The scale is comprised of the following questions:

1. There are enough resources to educate all exceptional students in age-appropriate programs.
2. Students receive the individual attention they need to make academic/career choices.
3. Students are placed in remedial programs within a reasonable period of time.

High scores indicate that students receive individual attention. The scale ranges from 1 to 6.

The average response for all teachers was 3.36, indicating teachers "somewhat disagree" that students receive the individual attention they need. Teachers in high-income (3.62) districts reported significantly higher degrees of individual attention than their counterparts in both low- (3.21) and middle-income (3.27) districts.

Amount of individual attention is greater when:

	Correlations
1. Teachers are involved in individual attention	.55
2. Curriculum is more effective	.53
3. Professional development is more effective	.50
4. The administration is more effective	.47
5. Discipline policy is more effective	.45
6. There is greater amount of community support	.44
7. There is less workload	-.44
8. There is adequate time to prepare for conferences	.42
9. Teacher autonomy in the classroom is greater	.40

TEACHER INVOLVEMENT IN INDIVIDUAL ATTENTION: the extent to which a teacher has the time, training, and authority to deal with students as individuals.

The scale is comprised of the following questions:

1. I have time to give individual attention to those students who require it.
2. The school district provides teachers with the training necessary to recognize students with special problems.
3. I am involved in the preparation of exceptional student's IEPs before the student is assigned to my classroom.

High scores indicate more teacher involvement with students as individuals. The scale ranges from 1 to 6.

The average response of all teachers was 2.59, indicating teachers are "sometimes" involved in providing individual attention. Differences were observed between income levels, between district sizes, and between elementary and secondary teachers.

Teachers in high-income (2.83) districts reported significantly higher degrees of individual attention than their counterparts in both low- (2.48) and middle-income (2.48) districts.

Overall, elementary teachers (2.64) reported greater involvement than did secondary (2.53) teachers.

Teachers in large districts (2.75) reported more involvement than teachers in both small- (2.57) and medium-sized (2.48) districts.

WORKLOAD : the extent to which teachers are not supported by non-professional staff, adequate planning time, and acceptable class sizes. The scale is comprised of the following questions:

1. There is a shortage of non-professional staff to support the instructional programs in this school.
2. The amount of planning time is unsatisfactory.
3. The scheduling of my planning time is unsatisfactory.
4. There are not enough teachers to meet the needs of the students in my school.
5. The size of my classes is unacceptable for what I teach.

High scores represent heavier workloads. The scale ranges from 1 to 6.

The average response for all teachers was 3.55, meaning teachers "somewhat agree" that there is a shortage of support and a lack of planning time. Teachers in high-income (3.27) districts reported significantly lighter workloads than their counterparts in both low- (3.68) and middle-income (3.71) districts.

As workload increases,

	Correlations
1. Adequate time to prepare for conferences decreases	-.63
2. Satisfaction with school government falls	-.49
3. Satisfaction with working conditions declines	-.48
4. Teacher interaction occurs less	-.46
5. Extrinsic satisfaction is rated lower	-.45
6. There are less adequate instructional resources	-.44

As workload increases,

7. Individual attention to students declines	-.44
8. Teacher involvement in individual attention is smaller	-.42
9. Professional development is less effective	-.41
10. Curriculum is less effective	-.38
11. Discipline policy less effective	-.37
12. Intrinsic satisfaction is less	-.30
13. There are less specialists	-.15

PROGRAMS FOR EXCEPTIONAL STUDENTS: the extent to which the school has programs and counseling services available for exceptional students.

Teachers responded to the three yes/no questions presented below:

1. Are there early detection and intervention programs to help identify problems that may affect success in school?
2. Is there an effective program available to help disruptive students?
3. Are counseling services available for student use?

Scores on this scale are the total number of "yes" responses. The scale ranges from 0 to 3. Higher scores indicate that more support is available for exceptional students.

The average response for all teachers was 1.35. Significant differences were observed between income levels, between district sizes, and between teaching assignments.

Teachers in high-income districts reported significantly greater availability of programs for exceptional students (1.64) than did teachers in both the low- (1.19) and middle-income (1.30) groups.

Secondary teachers (1.46) reported greater availability of programs for exceptional students than did elementary teachers (1.27).

Teachers in large school districts (1.57) reported significantly greater availability of programs for exceptional students than did teachers in both the small- (1.29) and medium-sized (1.33) districts.

TEACHER INTERACTION: the extent to which teachers are able to work with one another and learn from one another. The scale is comprised of the following questions:

1. Teachers have time available to talk to each other about curriculum and instruction.
2. I have time to observe other classes.

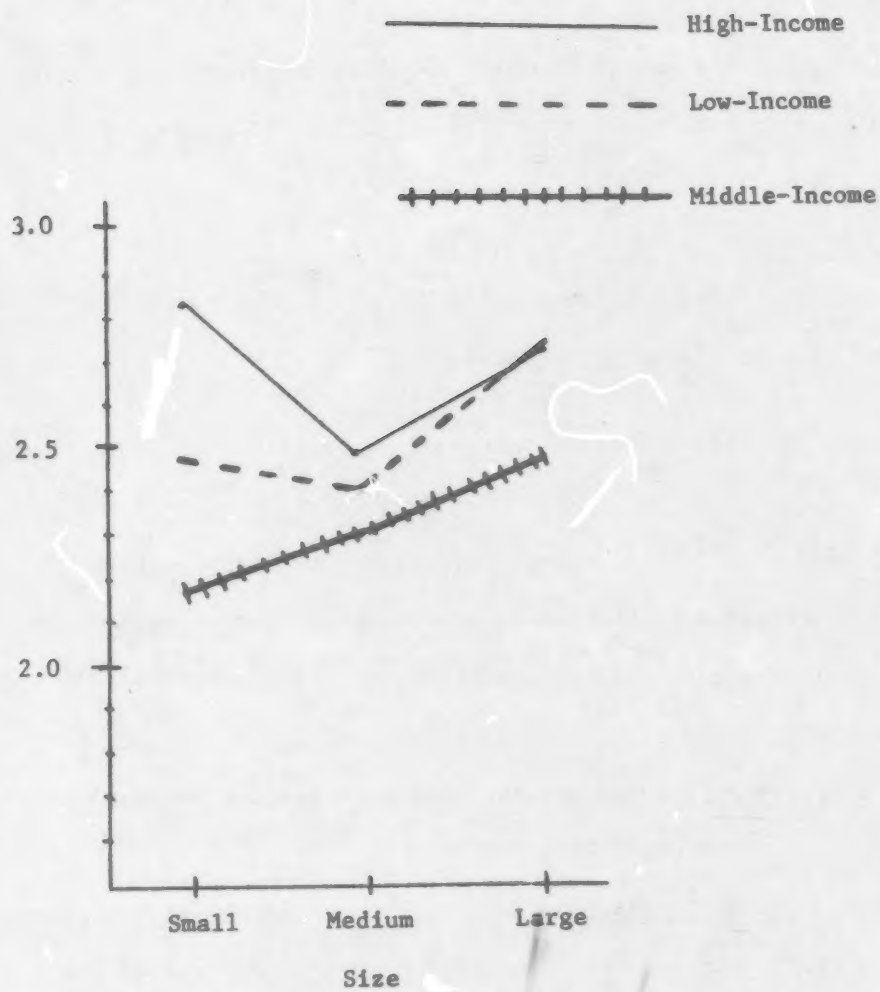
High scores indicate a greater amount of interaction. The scale ranges from 1 to 6.

Teachers said they "almost never" interact with other teachers (2.48). There was a significant difference between elementary and secondary teachers and an interaction between district size and district wealth (see graph on page 39).

Secondary teachers reported greater amount of teacher interaction than elementary teachers (2.58 vs. 2.40).

Teachers in small/high-income districts reported the highest amount of interaction (2.82) and teachers in small/middle-income districts reported the lowest amount of teacher interaction (2.17).

TEACHER INTERACTION



There is more teacher interaction when:

	Correlations
1. Workload is lower	-.46
2. Teachers have more effective professional development	.39
3. The administration is seen as more effective	.39
4. Number of subjects taught is less	-.16
5. There is less clerical activity	-.14
6. Maximum pupil contact time is lower	-.13
7. Teachers have fewer plans	-.13
8. There are more aides	.11

EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT: the extent to which programs and resources provided by the school contribute to an effective professional development program that is of value to teachers. The scale is comprised of the following questions:

1. There is an adequate professional library available for use by teachers.
2. Faculty meetings are meaningful and of value to teachers.
3. The inservice training provided by this system meets my professional needs.
4. Teachers determine what the inservice training program will be.

High scores are indicative of effective professional development programs. The scale ranges from 1 to 6. The average response of all teachers was 2.80, indicating they "somewhat disagree" that professional development is effective. Significant differences were found between income levels, district sizes, and teaching assignments.

Teachers in upper-income districts (3.08) rated professional development significantly more effective than their counterparts in low- (2.67) and middle-income (2.66) districts.

Elementary teachers (2.83) reported more effective development than

secondary teachers (2.75).

Teachers in large districts (3.02) rated their program more effective than their counterparts in small- (2.73) and medium-sized districts (2.71).

Professional development rated effective when:

	Correlations
1. Greater input into the administration exists	.61
2. More time exists for preparation for conferences	.42
3. There is greater teacher autonomy in the classroom	.41
4. There is adequate instructional resources	.39
5. There is greater teacher interaction	.39
6. More compensation is available for professional development	.24
7. Teachers are observed more times during the year	.12

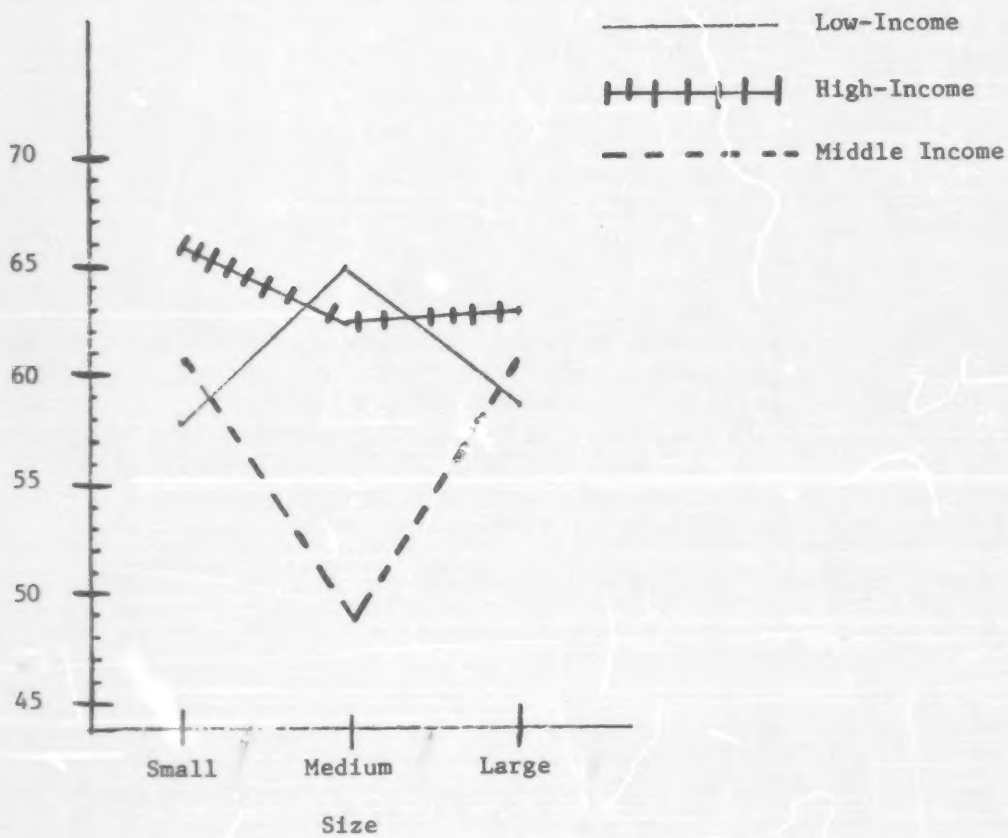
COMPENSATION FOR PROFESSIONAL DEVELOPMENT: the average percentage compensation which teachers receive for participating in the following professional development activities:

1. To what extent are you reimbursed for taking additional courses?
2. To what extent are you compensated for the time you spend in inservice training?

The average compensation for all teachers was 60.6%. Teachers in upper-income districts reported the greatest amount of support (64.1%) overall. However, an interaction between district size and district wealth revealed a more complete picture of the status of support for professional development (refer to graph on page 42).

In both the small and large districts, teachers in the low-income areas receive the least compensation and teachers in the high-income areas receive the most. However, among districts of medium size,

COMPENSATION FOR PROFESSIONAL DEVELOPMENT



the middle-income (48.8%) group receives considerably less than the other two income groups (low-income=64.8%; high-income=62.5%).

USE OF TESTING: the extent to which testing is used for the detection of student problems, and the development and improvement of instructional programs. Scores are the total number of "yes" responses on the questions presented below:

1. Testing is used to stimulate program improvement.
2. Diagnostic tests are used in the development of instructional programs.
3. Diagnostic tests are used to detect student learning disabilities.

The scale ranges from 0 to 3. The average response for all teachers was 1.88. Differences in usage of tests were observed as a function of teaching assignment and income level. Elementary teachers reported greater use of tests than did secondary teachers (1.98 vs. 1.78). Upper-income districts (2.00) reported using tests to a significantly greater extent than low- (1.85) and middle-income districts (1.78).

II. TEACHER JOB SATISFACTION

During the scale development phase, four separate aspects of teacher job satisfaction were identified within the survey. The four aspects of satisfaction measured by the survey were satisfaction with extrinsic rewards, satisfaction with intrinsic rewards, satisfaction with the

governing bodies of the district, and satisfaction with working conditions. In general, teachers reported substantial satisfaction with intrinsic rewards. The average for the entire sample was 4.43 (between "Somewhat Satisfied" and "Satisfied"). Satisfaction with working conditions was also rated as satisfying for most teachers (4.15- or "Somewhat Satisfied"). The final two measures of satisfaction had average values for the entire sample located in the dissatisfied zone. Satisfaction with the governing bodies had an average of 3.40 ("Somewhat Dissatisfied"), while satisfaction with the extrinsic rewards associated with teaching received the lowest average rating of satisfaction (3.34- also, "Somewhat Dissatisfied").

In order to determine what might influence the level of each of these types of satisfaction, two distinct sets of information were drawn upon. First, a series of variables which were external to the teachers were examined. These variables, which we refer to as "hard data", were:

- MUPI (wealth)
- Weighted average daily membership or WADM (a measure of school district size in pupils)
- Number of years teaching
- Level of education
- Average class size
- Salary

The second class of variables is comprised of the responses which teachers made to different scales on the survey. Therefore, while measures of four facets of job satisfaction were obtained, teacher's perceptions about many characteristics of the school environment were also gathered (e.g. facilities, teacher interaction effectiveness of professional development, etc.), thereby making it possible to determine which aspects of the environment are related to reported levels of satisfaction.

In order to learn more about each type of satisfaction, both classes of variables ("hard" data and teacher responses) were used in a statistical procedure known as regression analysis. A regression analysis tells us 1) what factors are related to the level of job satisfaction and 2) the extent to which those factors are related satisfaction. The outcome of the regression procedure is a statistical model describing the relationship between satisfaction and the scales and hard data. R-square ranges from 0 to 1.0, and is an index of the relationship between satisfaction and the other scales and hard data, with larger R-squares indicating stronger relationships.

In short, teachers reported varying levels of satisfaction; regression analysis clarifies why those differences exist.

SATISFACTION WITH SCHOOL GOVERNMENT: the extent to which teachers are satisfied with the various support factors which influence their effectiveness in the classroom. The scale is comprised of the following questions:

To what extent are you satisfied with:

1. the principal in your school.
2. the superintendent.
3. the school board.
4. community support.
5. the amount of input you have in your school.

High scores reflect greater satisfaction with these forces. The scale ranges from 1 to 6.

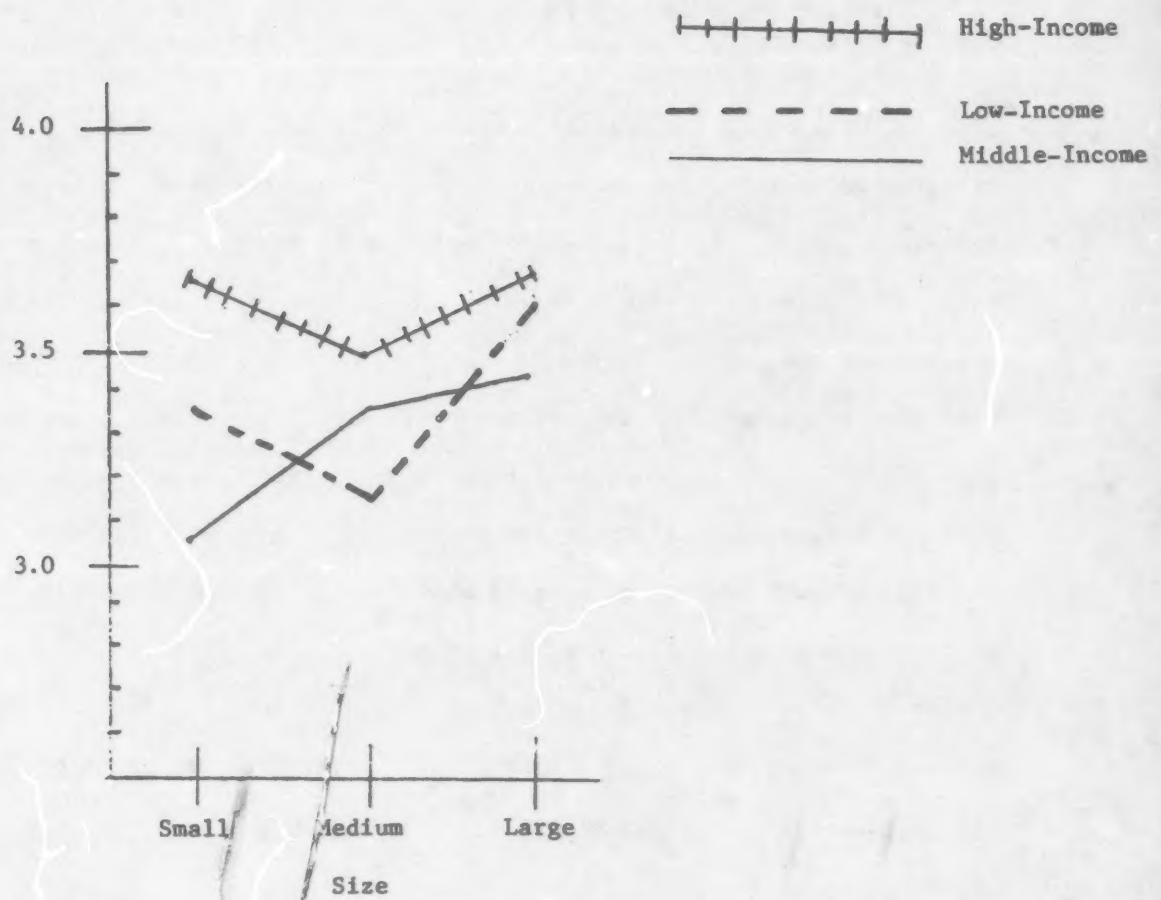
Satisfaction with the governing bodies of the school is highly predictable by four variables. Teachers who are satisfied with school government tend to:

- rate their administration as effective
- believe their community to be supportive of education
- have greater impact into their administration's decision making
- report having greater amount of time to spend preparing for and conducting student, parent, curriculum and program conferences
- (R-square=.70)

In addition to the teacher response variables, differences in satisfaction with school government appeared in interaction form (see graph on page 47) as a function of wealth and size of district. Scores greater than 3.5 indicate satisfaction, while scores lower than 3.5 represent dissatisfaction.

Similar patterns of satisfaction with school government appeared for low- and high-income groups as a function of size. Teachers in both low- and high-income districts reported significantly higher levels of satisfaction with school government when their districts were either small or large. When these teachers were in medium-sized districts, the amount of satisfaction was significantly lower. The pattern for teachers in middle-income districts was different; for these teachers, as size increases, greater amounts of satisfaction with government were reported.

SATISFACTION WITH SCHOOL GOVERNMENT



Substantial correlations existed between satisfaction with governing bodies and some scales which were not included by the regression analysis. Satisfaction is higher when:

-There is a more effective discipline policy	.62
-There is more effective professional development	.59
-There is more effective curriculum	.49
-There is a lighter workload	.49
-There is more teacher autonomy in the classroom	.48
-Individual attention is provided to students	.48
-There is greater teacher involvement in providing attention	.42
-There are more adequate instructional resources	.41

EXTRINSIC SATISFACTION: the extent to which the teaching profession provides adequate external rewards for teaching. The scale is comprised of the following questions:

To what extent are you satisfied with:

1. your pay.
2. your benefits.
3. the opportunity for career advancement.

High scores represent more extrinsic satisfaction. The scale ranges from 1 to 6.

Teachers who reported greater amounts of extrinsic satisfaction had four things in common:

- perception of higher levels of community support for education
- more effective professional development activities
- lower levels of workload
- they are not as likely to work a second job
- ($R^2=.32$)

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Since a 3.5 represents the cross-over point between satisfaction and dissatisfaction, high-income teachers were the only group who had an average value which indicated satisfaction with extrinsic rewards (3.56). Middle (3.12) and low-income areas (3.26) reported average values which represent dissatisfaction. In addition, elementary teachers were significantly higher (3.42) than secondary teachers (3.18), but both averages fell into the dissatisfied zone.

SATISFACTION WITH WORKING CONDITIONS: the extent to which teachers are satisfied with the situations which they confront and the support they receive. The scale is comprised of the following questions:

To what extent are you satisfied with:

1. the amount of work you do.
2. the physical conditions of your school.
3. the support you receive from other teachers in your school.
4. the support available to you from your local teachers' associations.
5. student behavior in class.

High scores indicate greater satisfaction with the support received and the circumstances confronted. The scale ranges from 1 to 6.

In general, teachers reported they were "somewhat satisfied" with their working conditions (4.15). Differences in satisfaction with current working conditions are related to:

- better facilities
- more time to prepare for school-related conferences
- more effective discipline policy
- lower workload
- more community support
- more effective curriculum
- more effective administration
- (R-square=.42)

Middle-income districts reported the lowest values of satisfaction with conditions (average = 4.04), while low-income districts (4.13) and high-income districts (4.28) had significantly higher values. Elementary teachers also reported greater values (4.20) than secondary teachers (4.09).

Other scales related to satisfaction with working conditions, but not included in the regression model are:

-input into the administration	.43
-extent that adequate resources exist	.42
-amount of individual attention provided	.40

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INTRINSIC SATISFACTION: the amount of intrinsic satisfaction received from teaching. The scale is comprised of the following questions:

To what extent are you satisfied with:

1. teaching, in general.
2. the personal fulfillment you get from teaching.

High scores are indicative of higher levels of satisfaction. The scale ranges from 1 to 6.

Teachers rated intrinsic satisfaction the highest of all the satisfaction measures (4.43). As mentioned earlier, it received the highest average rating of all the six-point scales. Teachers who have higher levels of intrinsic satisfaction believe:

- their community supports education
- the discipline policy in their school is effective
- they have adequate time to prepare for conferences
- (R-square=.18)

Significant differences in intrinsic satisfaction between teachers from upper-income districts (average = 4.55) and lower (average = 4.40) and middle-income (average = 4.32) districts were observed. But, in all income groups, teachers experience high levels of intrinsic satisfaction.

A second difference on this measure occurred between elementary and secondary teachers. Intrinsic satisfaction was higher for elementary teachers (4.55) than for secondary teachers (4.28).

III. SALARY

Salary levels were substantially different between the three income groups. High-income districts had an average salary of \$25,379, middle-income districts had an average salary of \$22,425, and low-income districts had an average salary of \$20,708.

Regression analysis revealed that differences in teacher salary were related to differences in:

- the education level of teachers
- number of years teaching
- size of the district
- wealth of the district
- (R-square=.68)

Salaries are higher for teachers who have a greater amount of education, have taught for more years, teach in larger school districts (measured by WADM), and teach in wealthier school districts (MVPI).

The relationship between wealth of the district and salary is substantial ($r = .45$). While this relationship appears strong, it is also true that teachers in high-income areas have taught for more years and have higher education levels. One hypothesis for the relationship between wealth and salary is that teachers with greater experience and more education are concentrated in districts with more wealth. Thus, salary levels would be expected to be higher because of the differences in education and experience. However, if we remove years teaching and education level from wealth, we can examine a "purer" measure of the wealth-salary relationship. When we do this, the second-order partial

correlation is .36. This means that a substantial direct relationship exists between the wealth of the school district and the salary level of teachers. In other words, the correlation of .36 is not contaminated by education and experience. Differences in salary due to wealth of the district exist which cannot be explained by education level or number of years teaching. In fact, the amount of variance explained increases by 16% when wealth of the school district is taken into consideration after number of years teaching and education level have already been considered.

IV. WEALTH DIFFERENCES

Table 2

As wealth increases:

	<u>Correlations</u>
1. Instructional cost per pupil increases	.84
2. Salary increases	.45
3. Community support increases	.30
4. Teacher aides are more available	.23
5. There are more adequate instructional resources	.21
6. There are more programs for exceptional children	.21
7. Curriculum is rated as more effective	.20
8. Professional development of teachers is more effective	.18
9. There is more involvement in individual attention	.18
10. Teachers are observed more often	.17
11. Individual attention to students increases	.17
12. Extrinsic satisfaction increases	.17
13. Educational background of teachers increases	.15
14. Non-instructional supervision of students decreases	-.13
15. Satisfaction with school government is greater	.13
16. There is more time to prepare for conferences	.13
17. Teacher interaction increases	.13
18. Clerical duties performed by teachers decrease	-.11
19. Input with administration is greater	.11
20. Average class size is smaller	-.10

V. PROFILE OF EDUCATION IN PENNSYLVANIA

In this section we examine the scales once again, but this time we are interested in describing the perception that teachers in Pennsylvania have about education in the Commonwealth from a different perspective. By comparing the different scales, we are able to see the amount of support each receives relative to the others. Although the response types differed over the scales, twenty of the scales had ranges from one to six. Table 3 presents the rank-ordering of these scales based on the responses made by the 2301 teachers. In all cases, higher values on the scale indicates greater amounts of the scale characteristic.

Teachers rated intrinsic satisfaction higher than any other scale. Teachers also gave high ratings to the instructional resources, the facilities, and the satisfaction they feel from their working conditions. The amount of teacher interaction and the amount of support for classroom-related clerical activities were rated as the two lowest scales. In addition, professional development and extrinsic satisfaction received less support than other scales.

The twenty six-point scales fell into three response types. Figures were constructed to depict overall and income group responses on each of the response types. Figure 1 presents the averages of the scales which conformed to the agree-disagree response category. Figure 2 shows the scales which had "frequency" (never-always) responses. Figure 3 contains the four satisfaction scales.

Table 3
Scale Rankings - Overall

	Mean
1. Intrinsic satisfaction	4.43
2. Instructional resources	4.36
3. Facilities	4.21
4. Satisfaction with working conditions	4.15
5. Effectiveness of the curriculum	3.96
6. Effectiveness of discipline policy	3.95
7. Teacher autonomy in the classroom	3.90
8. Effectiveness of the administration	3.84
9. Community support	3.69
10. Amount of work	3.55
11. Input into administration	3.48
12. Satisfaction with school government	3.41
13. Individual attention given to students	3.36
14. Extrinsic satisfaction	3.34
15. Adequate time to prepare for conferences	3.15
16. Supervision of students (non-instructional)	2.89
17. Effectiveness of professional development	2.80
18. Teacher involvement in providing individual attention	2.59
19. Amount of teacher interaction	2.48
20. Amount of support for clerical activities	2.21

FIGURE 1

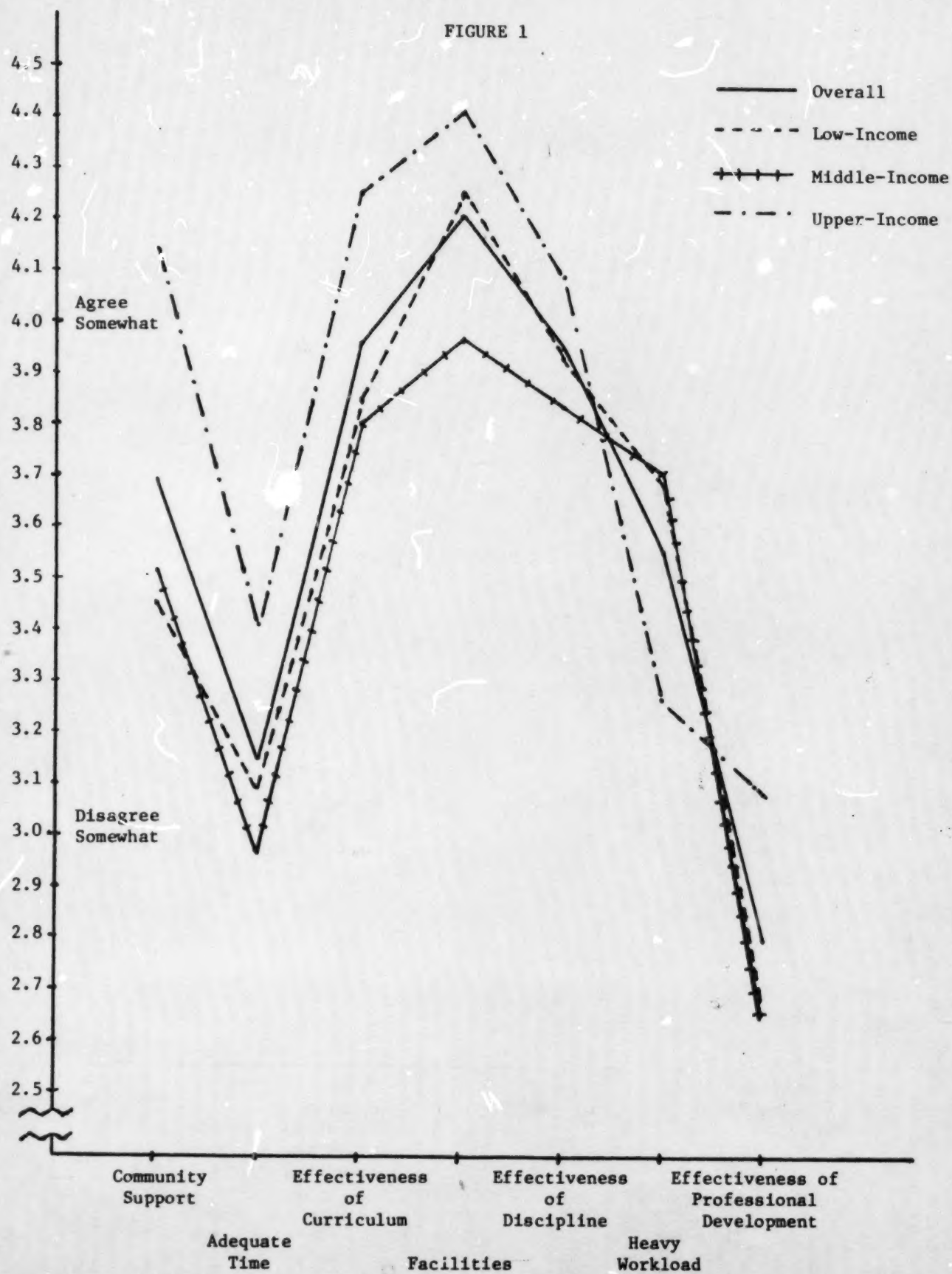


FIGURE 2

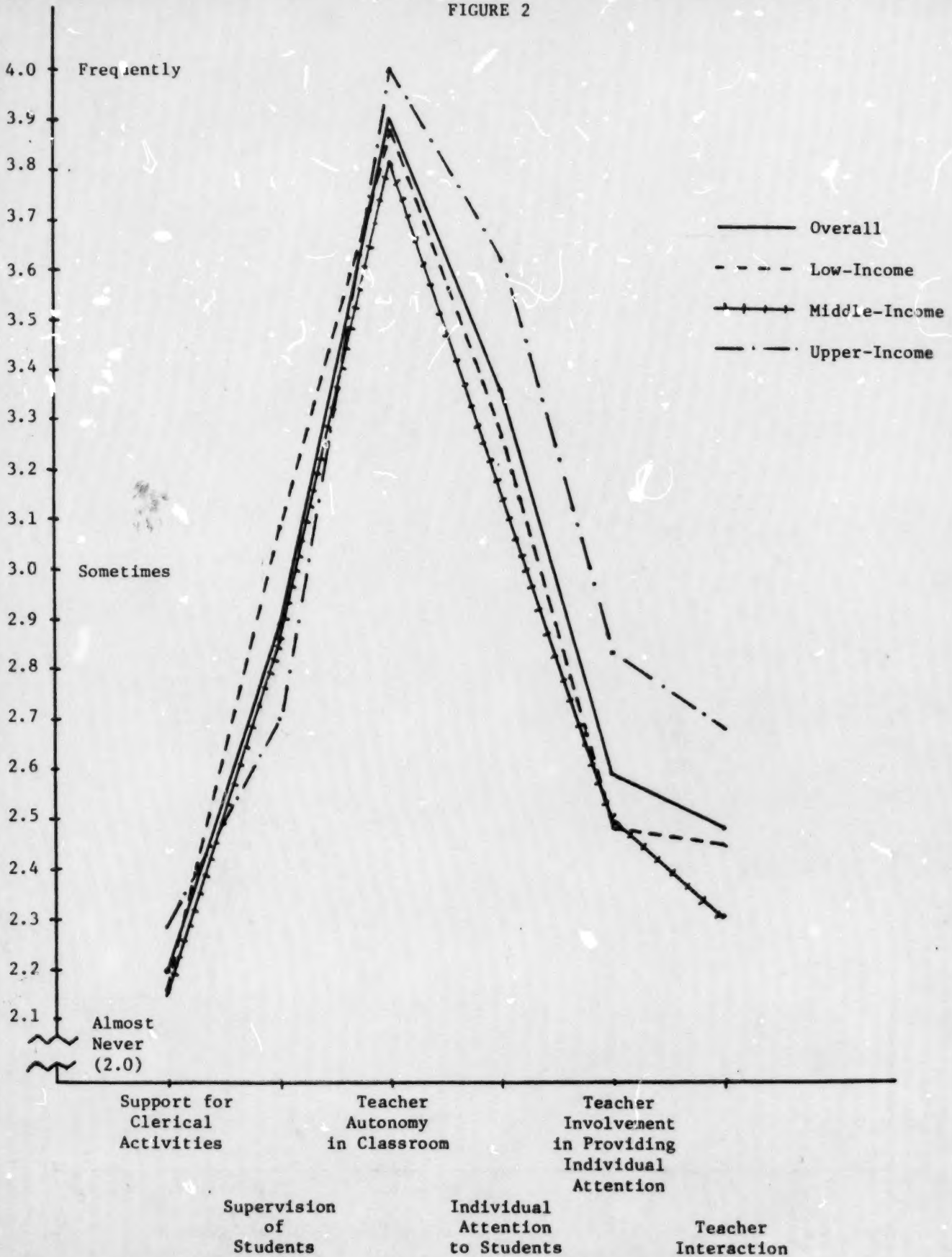
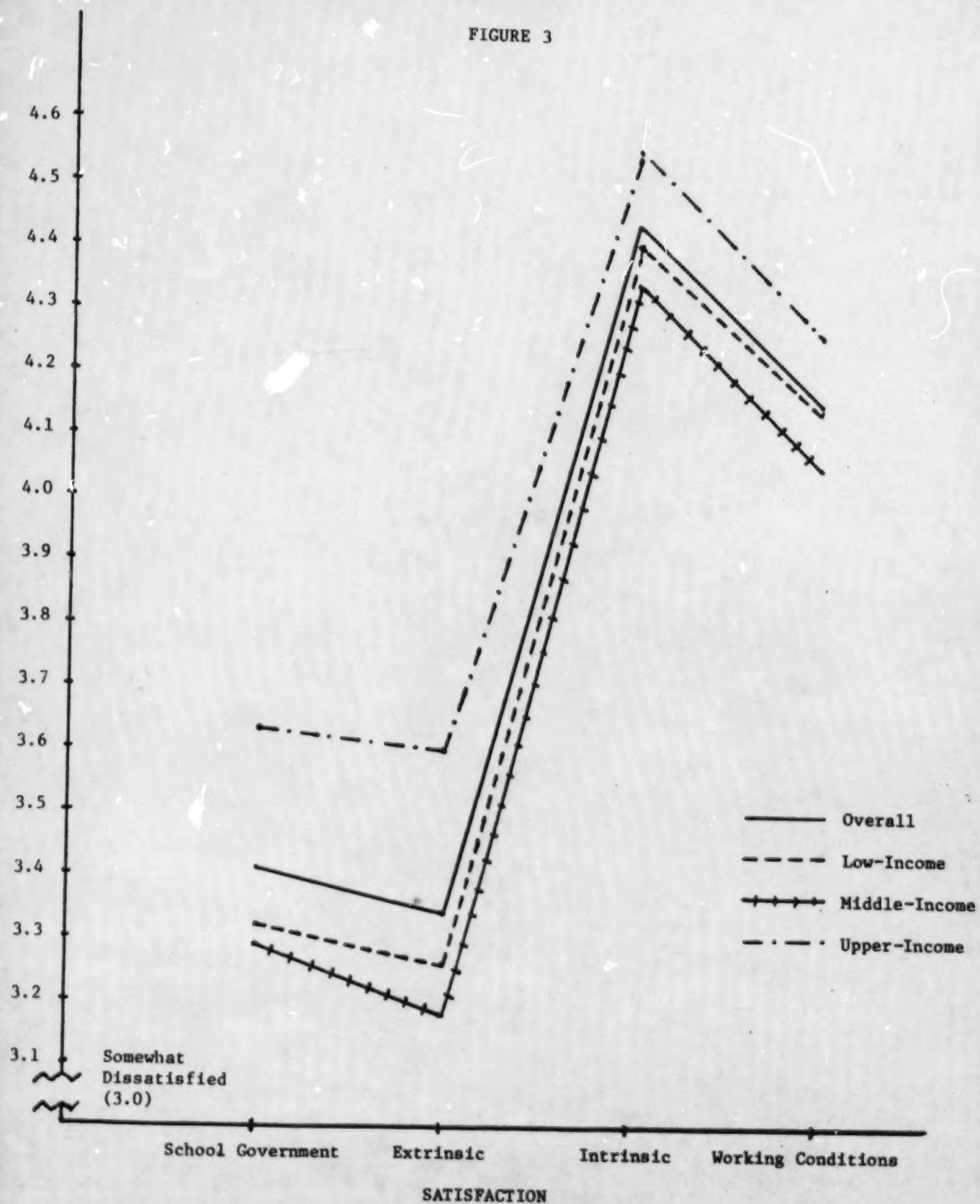


FIGURE 3



Nancy M. Noonan, president
John M. Yarnovic, vice president
James Stevens, treasurer
K. Eugene Preston, executive director

February 26, 1985

TO: Randomly Selected PSEA Members

FROM: John M. Yarnovic
Vice President *John*

RE: PROFILE OF EDUCATION SURVEY

Everyone makes the educational decisions except the pros, those folks who are on the front line. We are out there day in and day out. We know the problems. Are we ever consulted? NO!

-- a teacher interview, PSEA "Profile of Education Project"

During the past three years, there have been a number of reports focusing on excellence in education. Unfortunately, these reports have neglected, in any substantial way, to ask the teachers what they think about education.

We believe it is foolish to ignore education's most valuable resource -- those who are directly responsible for the educational process. In order to find out how educators feel about their schools, working conditions, and profession, we launched the PSEA "Profile of Education" project as a follow-up to our Educational Excellence Report.

We have randomly selected 4,500 PSEA members to fill out this survey, and you are one of them. The survey is designed to get your response to some conditions affecting instruction in your school or school district. You will find questions pertaining to curriculum, facilities, resources, job satisfaction, workload, discipline, community support, and administration.

No reference will be made to individuals. The results will yield group data only. Your responses should reflect your personal views only.

Please be sure to fill in all the background information at the top of the answer sheet.

The survey is being analyzed by a team of researchers from PSEA and the Pennsylvania State University. They reserved only a few days to finalize this survey, so your early reply is important. They would like to receive all surveys by Tuesday, MARCH 12.

PLEASE RETURN THE ANSWER SHEET ONLY IN THE ENCLOSED POSTAGE PAID, ADDRESSED ENVELOPE BY TUESDAY, MARCH 12.

Thank you for cooperating with us on this survey.

If you have any questions concerning the survey, call David Wazeter, Project Coordinator, at 1-800-692-7421 (ext. 7040).

JMY/lf
ER-PaProf #4



FACILITIES

For questions 1-4, please indicate the extent to which you agree with the following statements.

(1)strongly disagree (2)disagree (3)disagree somewhat (4)agree somewhat (5)agree (6)strongly agree

1. School buildings are attractive, clean, and well maintained.
2. School buildings are structurally and otherwise physically safe.
3. My classroom is adequate for its purposes.
4. Faculty lounges are attractive, clean, and well maintained.

Please respond to question 5 according to the following scale:

(1)yes (2)no (3)don't know

Do you have a permanent classroom?

RESOURCES

For questions 6-10, please indicate the extent to which you agree with the following statements.

(1)strongly disagree (2)disagree (3)disagree somewhat (4)agree somewhat (5)agree (6)strongly agree

6. My teaching program is adequately funded.
7. The quality of teaching materials is satisfactory.
8. The quantity of teaching materials is satisfactory.
9. I have access to instructional equipment in good working order in my classroom.
10. The availability of up-to-date textbooks is adequate.

For questions 11-12, please indicate the extent to which the following statements apply to your school.

(1)never (2)almost never (3)sometimes (4)frequently (5)almost always (6)always

11. My students have to share textbooks.
12. I use my own money to purchase additional instructional materials.

Please respond to questions 13-14 according to the following scale:

(1)yes (2)no (3)don't know

13. Do you have your own budget for instructional materials?
 14. Is there a full-time nurse in your school?
-

DISCIPLINE

Please respond to question 15 according to the following scale:

(1)yes (2)no (3)don't know

15. Is there a written discipline code in your school?

For questions 16-21, please indicate the extent to which you agree with the following statements.

(1)strongly disagree (2)disagree (3)disagree somewhat (4)agree somewhat (5)agree (6) strongly agree

16. Teachers have input into the discipline policy.
17. Student discipline policies in my school are fairly administered.
18. When dealing with disruptive students, methods for improving behavior are emphasized.
19. This school is a safe and secure place to work.
20. School policies minimize absenteeism, tardiness, cuts, and intrusions.
21. The procedures used for handling student misbehavior in my school are effective.

CURRICULUM

Please respond to questions 22-32 according to the following scale:

(1)yes (2)no (3)don't know

Only elementary teachers should respond to questions 22-31.

22. Is pre-school education offered in your school?

Are the following specialists available at the elementary level?

23. Reading
24. Math
25. Speech Therapists
26. Special Ed
27. Physical Ed
28. Foreign Language
29. Art
30. Music
31. Science

All teachers answer 32.

32. Are computers or computer terminals available in your school building for student use?

For questions 33-40, please indicate the extent to which you agree with the following statements:

(1)strongly disagree (2)disagree (3)disagree somewhat (4)agree somewhat (5)agree (6)strongly agree

33. The computer education program is effective. (Respond to question 33 only if you answered "yes" to question 32.)
34. The curriculum requirements are stated in clear and concise terms.
35. The curriculum provides an effective program in the basic skills for students.
36. The curriculum is broad and flexible enough to meet each student's needs.
37. There is sufficient curriculum coordination between elementary and secondary levels in all subject levels.
38. There is an adequate district-wide reading program.
39. The school library is adequate.
40. Students have opportunity to pursue academic and vocational education courses during the regularly scheduled day.

For question 41, please indicate the extent to which the following statements apply to your school.

(1)never (2)almost never (3)sometimes (4)frequently (5)almost always (6)always

41. Students in my classes are assigned homework.

STUDENT PLACEMENT AND ASSISTANCE

For questions 42-50, please indicate the extent to which the following statements apply to your school.

(1)never (2)almost never (3)sometimes (4)frequently (5)almost always (6)always

- 42. This school provides adequate physical facilities for handicapped students.
- 43. I have time to give individual attention to those students who require it.
- 44. The school district provides teachers with the training necessary to recognize students with special problems.
- 45. I am involved in the preparation of exceptional students IEPs before the student is assigned to my classroom.
- 46. There are enough resources to educate all exceptional students in age-appropriate programs.
- 47. Students receive the individual attention they need to make academic/career choices.
- 48. Students are placed in remedial programs within a reasonable period of time.
- 49. Teacher/Counselor referrals of students who need special attention are acted upon promptly.
- 50. When I identify a student with special medical and social needs, administration makes contact with the proper agency to deal with the student's problems.

Please respond to questions 51-53 according to the following scale:

(1)yes (2)no (3)don't know

- 51. Are there early detection and intervention programs to help identify problems that may affect success in school?
- 52. Is there an effective program to help disruptive students?
- 53. Are counseling services available for student use?

PROFESSIONAL DEVELOPMENT

For questions 54-56, please indicate the extent to which the following statements apply to your school

(1)never (2)almost never (3)sometimes (4)frequently (5)almost always (6)always

- 54. Teachers have time available to talk to each other about curriculum and instruction.
- 55. I have time to observe other classes.
- 56. Inservice training is held during the day.

For questions 57-60, please indicate the extent to which you agree with the following statements.

(1)strongly disagree (2)disagree (3)disagree somewhat (4)agree somewhat (5)agree (6)strongly agree

- 57. There is an adequate professional library available for use by teachers.

58. Faculty meetings are meaningful and of value to teachers.
59. The inservice training provided by this system meets my professional needs.
60. Teachers determine what the inservice training program will be.

For questions 61-62, please use the following scale:

- (1) 0-25%; (2) 26-50%; (3) 51-75%;
(4) 76-100%

61. To what extent are you reimbursed for taking additional courses?
62. To what extent are you compensated for the time you spend in inservice training?

For questions 63-64, please indicate a specific number on your ANSWER SHEET.

63. I have an average of _____ grade level/subject level/departmental meetings per year.
64. Inservice training programs are held on the average of _____ times per year.

INPUT

For questions 65-68, please indicate the extent to which you agree with the following statements.

- (1)strongly disagree (2)disagree (3)disagree somewhat (4)agree somewhat (5)agree (6)strongly agree

65. The principal provides for participation of faculty in the decision-making process.
66. I have adequate and timely information about the plans, policies, and changes that influence my work.
67. I have the freedom to determine my own teaching techniques.
68. I am free to express my views without fear of recrimination.

For questions 69-73, please indicate the extent to which the following statements apply to your school.

- (1)never (2)almost never (3)sometimes (4)frequently (5)almost always (6)always

69. Faculty are involved in the development of school policy.
70. I select my own textbooks.
71. I am involved in the curriculum decision-making process.
72. I am involved in instructional decision making before changes are made.
73. Instructional decisions in my school reflect my views and opinions.

ADMINISTRATION

For questions 74-80, please indicate the extent to which the following statements apply to your school.

- (1)never (2)almost never (3)sometimes (4)frequently (5)almost always (6)always

74. When parents complain, the administration supports its staff.
75. The principal is available when needed by teachers.
76. The professional judgements of teachers are supported by the principal.
77. The achievements of teachers are praised by the principal.
78. Administrators provide support for teachers on student discipline matters.

79. My classroom instruction time is interrupted from "outside of classroom" sources (announcements, visitors, etc.)
80. I receive support and encouragement from my principal.

For questions 81-83, please indicate the extent to which you agree with the following statements.

(1)strongly disagree (2)disagree (3)disagree somewhat (4)agree somewhat (5)agree (6)strongly agree

81. A general feeling of "working with" the administration exists.
82. Professional relationships between the administrator(s) and teachers reflect mutual respect.
83. I receive helpful feedback from the administration.

Please respond to questions 84-85 according to the following scale:

(1)yes (2)no (3)don't know

84. During the previous school year were you formally evaluated?
85. Was the evaluation instrument designed with input from teachers?

For question 86, please indicate a single number on your ANSWER SHEET.

86. Approximately how many times were you observed during the previous school year? _____time(s)

For questions 87-90, please indicate the extent to which you agree with the following statements.

(1)strongly disagree (2)disagree (3)disagree somewhat (4)agree somewhat (5)agree (6)strongly agree

87. The principal is knowledgeable about teaching techniques.
88. My evaluation is used for instructional improvement.
89. My evaluation was fairly administered.
90. Procedures used to evaluate teachers are clearly defined.

COMMUNITY SUPPORT

For questions 91-94, please indicate the extent to which you agree with the following statements.

(1)strongly disagree (2)disagree (3)disagree somewhat (4)agree somewhat (5)agree (6)strongly agree

91. Parent-teacher conferences result in specific plans for home-school cooperation aimed at improving student classroom achievement.
92. This community supports public education.
93. School board actions show concern for quality education in this community.
94. I receive support from the parents of my students.
-

WORKLOAD

For questions 95-104, please indicate the extent to which you agree with the following statements.

(1)strongly disagree (2)disagree (3)disagree somewhat (4)agree somewhat (5)agree (6)strongly agree

- 95. There are enough non-professional staff to support the instructional programs in this school.
- 96. The amount of planning time is satisfactory.
- 97. The scheduling of my planning time is satisfactory.
- 98. There are enough teachers to meet the needs of the students in my school.
- 99. The size of my classes is acceptable for what I teach.

There is adequate time for:

- 100. preparing for parent conferences
- 101. preparing for department conferences
- 102. individual student conferences
- 103. meetings related to curriculum
- 104. program evaluation

Please respond to questions 105-112 according to the following scale:

(1)yes (2)no (3)don't know

Are there aides to handle:

- 105. recess supervision
- 106. lunch supervision
- 107. bus loading and unloading
- 108. correcting papers
- 109. running off dittos
- 110. drilling of students for review/remediation
- 111. before and after-school supervision
- 112. clerical support

For questions 113-124, please indicate the extent to which the following statements apply to your school.

(1)never (2)almost never (3)sometimes (4)frequently (5)almost always (6)always

- 113. The school district reduces the class size when mainstream students are added to my class.
- 114. I have a duty-free lunch.
- 115. I spend time during the summer preparing for the next school year.
- 116. My teaching preparations are completed during the school day.

I perform the following duties:

- 117. recess supervision
- 118. lunch supervision
- 119. bus loading and unloading
- 120. correcting papers
- 121. running off dittos
- 122. drilling of students for review/remediation
- 123. before and after-school supervision
- 124. clerical support

For questions 125-132, please indicate a single number on your ANSWER SHEET.

- 125. How much time do you spend on instructional duties per day?
- 126. How many different plans do you prepare for each day of classes?
- 127. What is the maximum amount of pupil contact time you have without a break?
- 128. How much time do you spend supervising students outside of class?
- 129. The average amount of personal time (AFTER SCHOOL) spent grading/correcting papers is: _____
- 130. The average amount of personal time (AFTER SCHOOL) spent on lesson preparation is: _____
- 131. How long is your lunch? _____ (in minutes)
- 132. How many subjects are you required to teach? (Consider as an example: Algebra I, II, III as different subjects.)

We are interested in gathering information about the number of teachers EARNING MONEY outside the contract requirements.

Please respond to questions 133-138 according to the following scale:

(1)yes (2)no

DO NOT INCLUDE VOLUNTEER WORK.

- 133. I teach only during the school year. (If you marked "no," skip questions 134-138.)
- 134. I work weeknights during the school year (outside the school district).
- 135. I work weekends during school year (outside the school district).
- 136. I work a summer job (outside the school district).
- 137. I teach during the summer.
- 138. I work after school on school-related activities not required by the contract (e.g., coaching, advising clubs, etc.).

For questions 139-141, please indicate the number of hours per week you spend in the following activities:

- 139. Working afternoon/weeknights during the school year (DO NOT INCLUDE SCHOOL-RELATED ACTIVITIES OR SCHOOL-RELATED EMPLOYMENT)
- 140. Working weekends during the school year (DO NOT INCLUDE SCHOOL-RELATED ACTIVITIES OR SCHOOL-RELATED EMPLOYMENT)
- 141. Working weekends or afternoon/weeknights during the school year ON SCHOOL-RELATED ACTIVITIES OR SCHOOL-RELATED EMPLOYMENT.

For questions 142-144, please indicate a specific number on your ANSWER SHEET.

- 142. My smallest class size is _____.
- 143. My average class size is _____.
- 144. My largest class size is _____.

SATISFACTION

For questions 145-160, please use the following scale:

(1)very dissatisfied (2)dissatisfied (3)somewhat dissatisfied (4)somewhat satisfied (5)satisfied (6)very satisfied

To what extent are you satisfied with:

- 145. your pay

146. your benefits
147. the principal in your school
148. the superintendent
149. the school board
150. the amount of work you do
151. the opportunity for career advancement
152. community support
153. your current assignment
154. teaching, in general
155. the physical conditions of your school
156. the support you receive from other teachers in your school
157. the personal fulfillment you get from teaching
158. the amount of input you have in your school
159. the support available to you from local teachers' associations
160. student behavior in your class(es)
161. Compared to other professionals in the community, I feel I am ____:
 (1)severely underpaid; (2)underpaid;
 (3)slightly underpaid; (4)adequately paid
 (5) slightly overpaid; (6)overpaid
162. Suppose you could go back to your college days and start over again. In view of your present knowledge, I would:
 (1) certainly become a teacher
 (2) probably become a teacher
 (3) probably not become a teacher
 (4) certainly not become a teacher

For question 163, please indicate the extent to which the following statement applies.

(1)never (2)almost never (3)sometimes (4)frequently (5)almost always (6)always

163. I encourage my best students to choose teaching as a profession.

STUDENT EVALUATION

Please respond to questions 164-166 according to the following scale:
 (1)yes (2)no (3)don't know

164. Testing is used to stimulate program improvement.
165. Diagnostic tests are used in the development of instructional programs.
166. Diagnostic tests are used to detect student learning disabilities.

For question 167, please indicate the extent to which you agree with the following statement:

(1)strongly disagree (2)disagree (3)disagree somewhat (4)agree somewhat (5)agree (6)strongly agree

167. I am satisfied with the procedures used in my school to evaluate student progress.

DW/lf
 ER-PAProf. Ed #4

BACKGROUND INFORMATION

- A. Name of your school DISTRICT _____ COUNTY _____
- B. Male _____ Female _____
- C. Number of years teaching _____
- D. Number of years teaching in your current school DISTRICT _____
- E. Marital status:
single _____ married _____
- F. Is your spouse employed? (check one)
part-time _____ full-time _____ NO _____ Not applicable _____
- G. Number of children in your family _____
- H. Educational background:
Bachelor's degree _____ Master's/Master's Equivalency _____ Master's+ _____
- I. Salary _____
- J. Total family income _____
- K. Is your school DISTRICT located in (check one)
an urban area _____ a rural area _____ a suburban area _____
- L. Teaching assignment: elementary _____ secondary _____

Where numbers are indicated, please circle one number for each item.

FACILITIES

1. 1 2 3 4 5 6
2. 1 2 3 4 5 6
3. 1 2 3 4 5 6
4. 1 2 3 4 5 6

5. 1 2 3

RESOURCES

6. 1 2 3 4 5 6
7. 1 2 3 4 5 6
8. 1 2 3 4 5 6
9. 1 2 3 4 5 6
10. 1 2 3 4 5 6

11. 1 2 3 4 5 6
12. 1 2 3 4 5 6

13. 1 2 3
14. 1 2 3

DISCIPLINE

15. 1 2 3

16. 1 2 3 4 5 6
17. 1 2 3 4 5 6
18. 1 2 3 4 5 6
19. 1 2 3 4 5 6
20. 1 2 3 4 5 6
21. 1 2 3 4 5 6

CURRICULUM

22. 1 2 3
23. 1 2 3
24. 1 2 3
25. 1 2 3
26. 1 2 3
27. 1 2 3

28. 1 2 3
29. 1 2 3
30. 1 2 3
31. 1 2 3
32. 1 2 3

33. 1 2 3 4 5 6
34. 1 2 3 4 5 6
35. 1 2 3 4 5 6
36. 1 2 3 4 5 6
37. 1 2 3 4 5 6
38. 1 2 3 4 5 6
39. 1 2 3 4 5 6
40. 1 2 3 4 5 6
41. 1 2 3 4 5 6

STUDENT PLACEMENT

42. 1 2 3 4 5 6
43. 1 2 3 4 5 6
44. 1 2 3 4 5 6
45. 1 2 3 4 5 6
46. 1 2 3 4 5 6
47. 1 2 3 4 5 6
48. 1 2 3 4 5 6
49. 1 2 3 4 5 6
50. 1 2 3 4 5 6
51. 1 2 3
52. 1 2 3
53. 1 2 3

PROFESSIONAL DEVELOPMENT

54. 1 2 3 4 5 6
55. 1 2 3 4 5 6
56. 1 2 3 4 5 6

57. 1 2 3 4 5 6
58. 1 2 3 4 5 6
59. 1 2 3 4 5 6
60. 1 2 3 4 5 6

61. 1 2 3 4
62. 1 2 3 4

63. _____
64. _____

INPUT

65. 1 2 3 4 5 6
66. 1 2 3 4 5 6
67. 1 2 3 4 5 6
68. 1 2 3 4 5 6

69. 1 2 3 4 5 6
70. 1 2 3 4 5 6
71. 1 2 3 4 5 6
72. 1 2 3 4 5 6
73. 1 2 3 4 5 6

ADMINISTRATION

74. 1 2 3 4 5 6
75. 1 2 3 4 5 6
76. 1 2 3 4 5 6
77. 1 2 3 4 5 6
78. 1 2 3 4 5 6
79. 1 2 3 4 5 6
80. 1 2 3 4 5 6

81. 1 2 3 4 5 6
82. 1 2 3 4 5 6
83. 1 2 3 4 5 6

84. 1 2 3
85. 1 2 3

86. _____
 87. 1 2 3 4 5 6
 88. 1 2 3 4 5 6
 89. 1 2 3 4 5 6
 90. 1 2 3 4 5 6

COMMUNITY SUPPORT

91. 1 2 3 4 5 6
 92. 1 2 3 4 5 6
 93. 1 2 3 4 5 6
 94. 1 2 3 4 5 6

WORKLOAD

95. 1 2 3 4 5 6
 96. 1 2 3 4 5 6
 97. 1 2 3 4 5 6
 98. 1 2 3 4 5 6
 99. 1 2 3 4 5 6
 100. 1 2 3 4 5 6
 101. 1 2 3 4 5 6
 102. 1 2 3 4 5 6
 103. 1 2 3 4 5 6
 104. 1 2 3 4 5 6

105. 1 2 3
 106. 1 2 3
 107. 1 2 3
 108. 1 2 3
 109. 1 2 3
 110. 1 2 3
 111. 1 2 3
 112. 1 2 3

113. 1 2 3 4 5 6
 114. 1 2 3 4 5 6
 115. 1 2 3 4 5 6
 116. 1 2 3 4 5 6
 117. 1 2 3 4 5 6
 118. 1 2 3 4 5 6
 119. 1 2 3 4 5 6
 120. 1 2 3 4 5 6
 121. 1 2 3 4 5 6
 122. 1 2 3 4 5 6
 123. 1 2 3 4 5 6
 124. 1 2 3 4 5 6
 125. _____

126. _____
 127. _____
 128. _____
 129. _____
 130. _____
 131. _____
 132. _____

133. 1 2
 134. 1 2
 135. 1 2
 136. 1 2
 137. 1 2
 138. 1 2
 139. _____
 140. _____
 141. _____
 142. _____
 143. _____
 144. _____

SATISFACTION

145. 1 2 3 4 5 6
 146. 1 2 3 4 5 6
 147. 1 2 3 4 5 6
 148. 1 2 3 4 5 6
 149. 1 2 3 4 5 6
 150. 1 2 3 4 5 6
 151. 1 2 3 4 5 6
 152. 1 2 3 4 5 6
 153. 1 2 3 4 5 6
 154. 1 2 3 4 5 6
 155. 1 2 3 4 5 6
 156. 1 2 3 4 5 6
 157. 1 2 3 4 5 6
 158. 1 2 3 4 5 6
 159. 1 2 3 4 5 6
 160. 1 2 3 4 5 6
 161. 1 2 3 4 5 6

162. 1 2 3 4
 163. 1 2 3 4 5 6

STUDENT EVALUATION

164. 1 2 3
 165. 1 2 3
 166. 1 2 3
 167. 1 2 3 4 5 6



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